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ABSTRACT

Intended as a practical tool for high school classroom teachers, the manual examines career objectives and activities for handicapped students. An introduction presents the eight goals of career education. A chapter on assessment provides sample instruments and information from a vocational evaluation unit. Extensive material in chapter 3 is devoted to Individualized Education Program objectives, suggested activities, and materials/resources for such areas as practical reading, practical math, health, self-concept, exploration of job types, interviewing techniques, and independent living skills. Instructional materials, media, and methods are described in chapter 4. These include role playing, brainstorming, and field trips. The next chapter examines work training stations as well as evaluation measures for student performance at those stations. A chapter on community resources lists service groups in the local (Southern California) area. Suggestions are offered for removing bias and stereotyping, and the manual concludes with a vocabulary list. (CL)

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CAREER OBJECTIVE AND ACTIVITY HANDBOOK

[High School]

Written Under Career Education
Incentive Act Project Number
19-6512-03328-1351-80

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CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121

Dan Hulbert, Rehabilitation Services Administrator

SPECIAL NOTE TO TEACHERS

The primary goal for this handbook is that it will be a practical, useable, and helpful tool for you, the teacher, to improve and add to the quality of instruction in your classroom. You are encouraged to adapt the information contained herein to the needs of your individual students.

Your input and suggestions as you use the book would be appreciated. You, the teacher, will "field test" the objectives, activities, etc. A Career Educator is available to help you with this process, and your comments and suggestions--both positive and negative--are very much valued. Call or write the Career Educator at any time at (213) 698-8121, extension 268.

Please consider the following evaluation questions as you use the handbook. A completed and returned questionnaire is appreciated so that additions can be made to the handbook in order that your needs, as well as the needs of your students, can continue to be met.

Thanks very much and good luck.

1. Have you used or do you plan on using this handbook? _____

   Please comment _____

   _____

   _____

   _____

2. Did this handbook increase your understanding of Career Education? _____

   Please comment _____

   _____

   _____

   _____

3. Did you find this handbook useful in writing IEP objectives? _____

   Please comment _____

   _____

   _____

   _____

4. Did you find this handbook useful in planning and implementing Career Education activities? _____ Please comment _____

   _____

   _____

   _____

5. Did you experience problems in understanding the format or organization of the handbook? _____ Please comment _____

   _____

   _____

   _____

6. What suggestions do you have for improving the handbook? _____

_____

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Position or Title of person completing this form:

_____

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Name of person completing this form (optional):

_____

When completed, please return this form to:

Stella K. Port
Whittier Union High School District
Central Campus

CAREER OBJECTIVE AND ACTIVITY HANDBOOK

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I INTRODUCTION/GOALS OF CAREER EDUCATION

II ASSESSMENT OF CAREER EDUCATION SKILLS, KNOWLEDGE, AND ATTITUDES

III IEP OBJECTIVES, SUGGESTED ACTIVITIES AND MATERIALS/ RESOURCES

IV INSTRUCTIONAL MATERIALS, MEDIA, AND METHODS

V WORK TRAINING STATIONS

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VII REMOVAL OF BIAS AND STEREOTYPING

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INTRODUCTION TO CAREER OBJECTIVE AND ACTIVITY HANDBOOK

The major purposes of the "Career Objective and Activity Handbook" are:

1. To provide teachers with an understanding of the goals of career education and the mechanics for infusing career education into the curriculum.

2. To aid teachers in writing individual education plan (IEP) objectives which emphasize real-life survival skills and career development skills.

3. To suggest activities, materials, and media which facilitate student attainment of IEP objectives.

4. To help teachers become aware of and utilize community resources which further students' career development.

5. To provide suggestions for placing and monitoring students in work training stations.

6. To describe processes for removing bias and stereotyping on account of sex, race, age, economic status, or handicap from career education activities.

GOALS OF CAREER EDUCATION

DEFINITION AND GOALS OF CAREER EDUCATION

ACCORDING TO THE CALIFORNIA PLAN FOR CAREER EDUCATION . . . CAREER is an individual's total life experience.

CAREER EDUCATION is a comprehensive lifelong educational process which encourages and enables all individuals at all levels of their development to make appropriate personal applications of learning to prepare for and achieve a satisfying career and life-style.

CAREER EDUCATION consists of these phases:

(1) Career Awareness

(2) Career Exploration

(3) Career Preparation

(4) Career Guidance

(5) Placement

The California plan includes eight career education goals as follows:

(1) Basic Skills. Develop the basic skills of reading, writing,computation, speaking, and listening which are essential to sucessful preparation for and application to a constructive and satisfying career.

(2) Self Awareness. Acquire positive attitudes toward self and others, a sense of self worth, and the motivation to accomplish personal goals.

(3) Attitude Development. Develop positive attitudes toward learning, work, leisure, and individual and cultural differences.

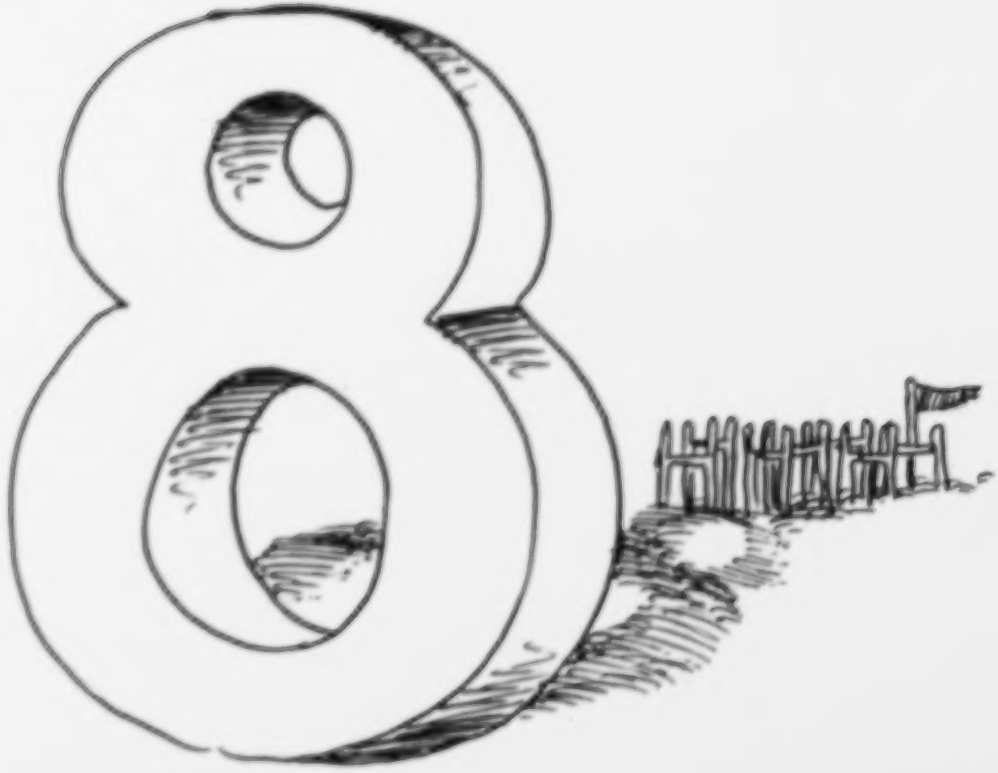
(4) Educational Awareness. Recognize that all educational experience are intergrated with total career development and preparation.

(5) Career Awareness and Exploration. Develop an early and continuing awareness of career options and opportunities and explore them in relation to maturing personal values, interests, and aptitudes.

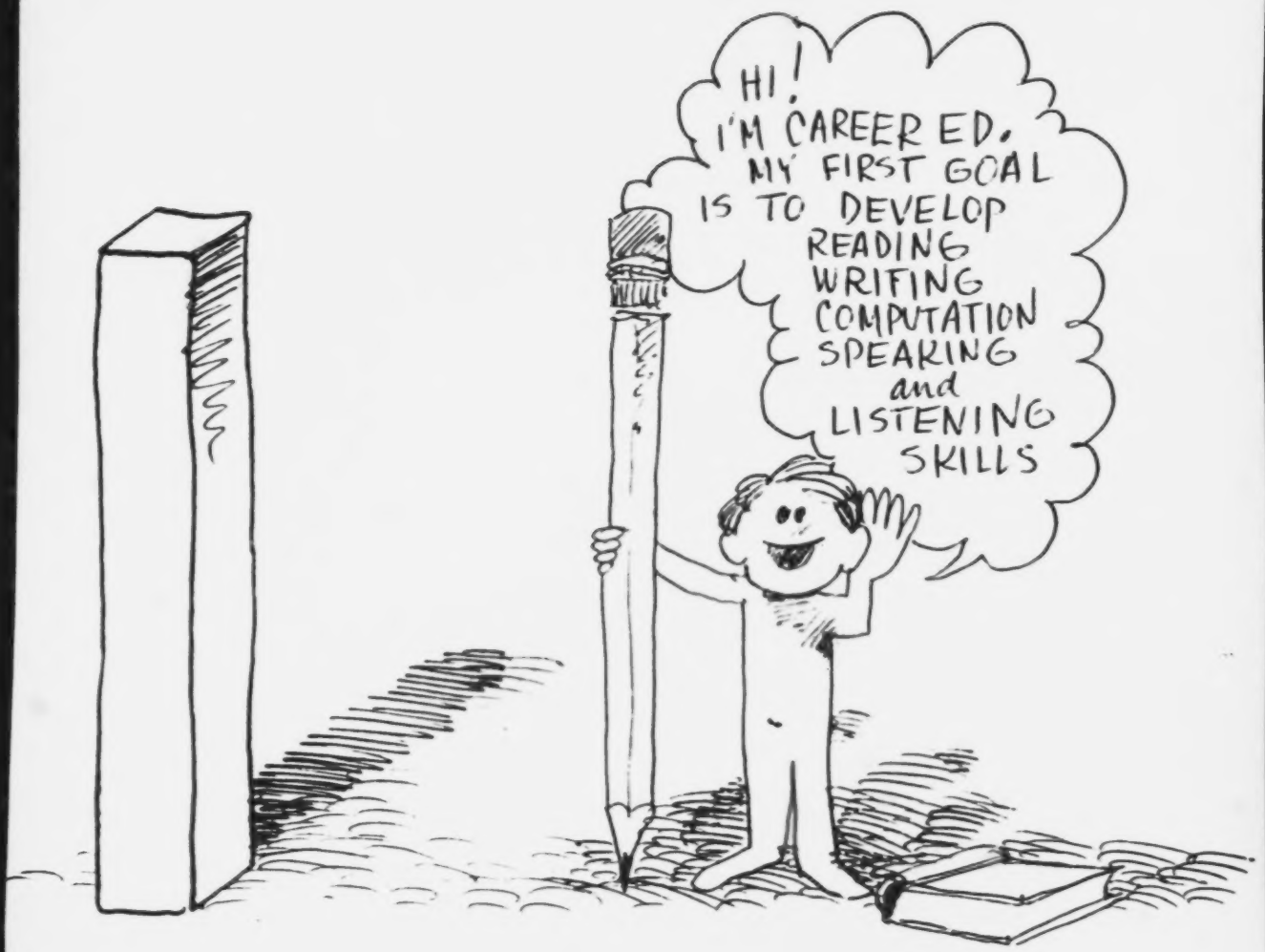
(6) Career planning and decision Making. Engage in a career development and apply this knowledge in making wise decisions along the career development continuum.

(7) Career Preparations. Develop competencies needed for progression or entry into the next educational or occupational level.

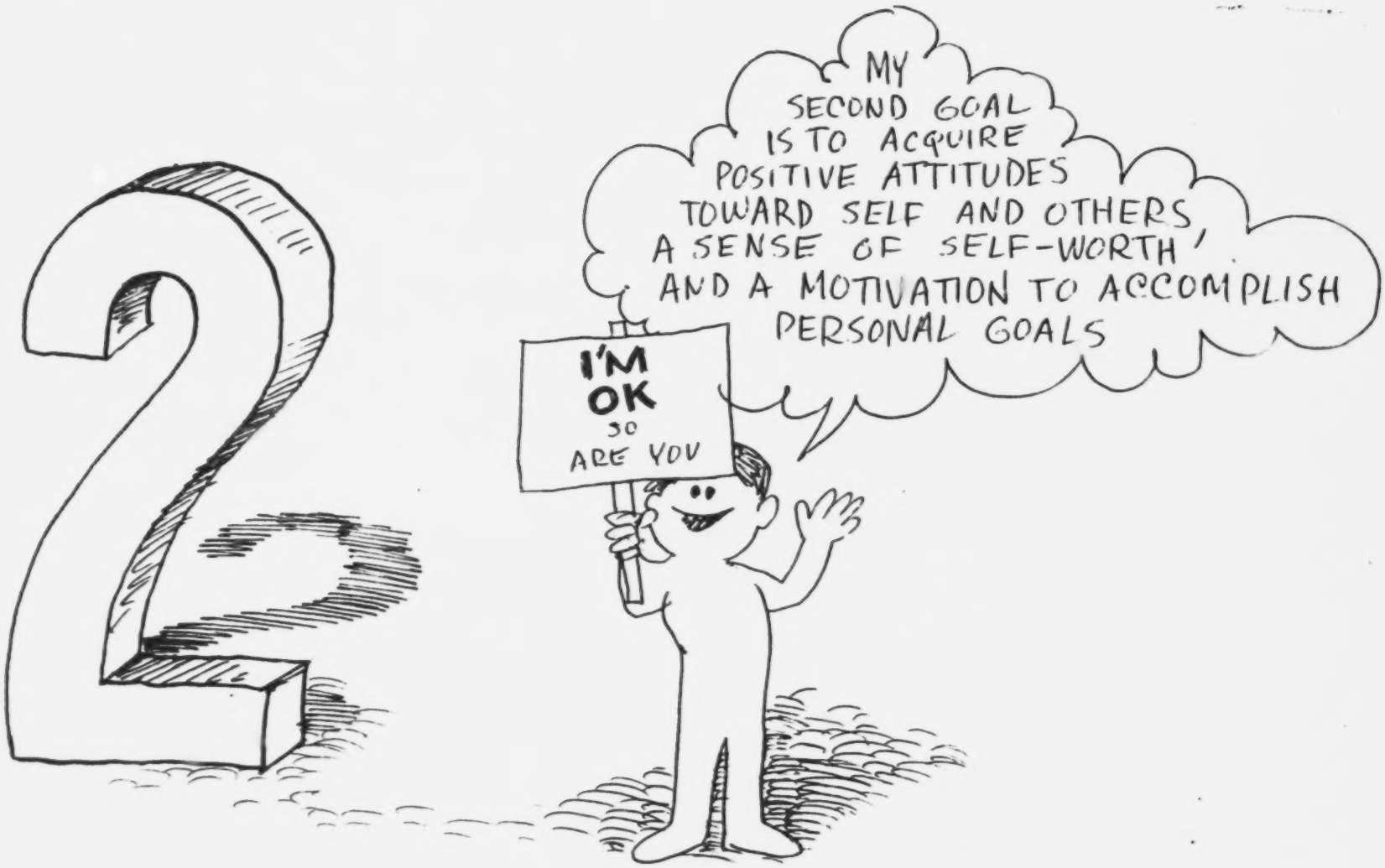
(8) Consumer and Economic Awareness. Understand the contribution of work to the economic system and acquire the consumer competencies needed to make wise decisions in the use of individual resources.



Eight Career Education Goals

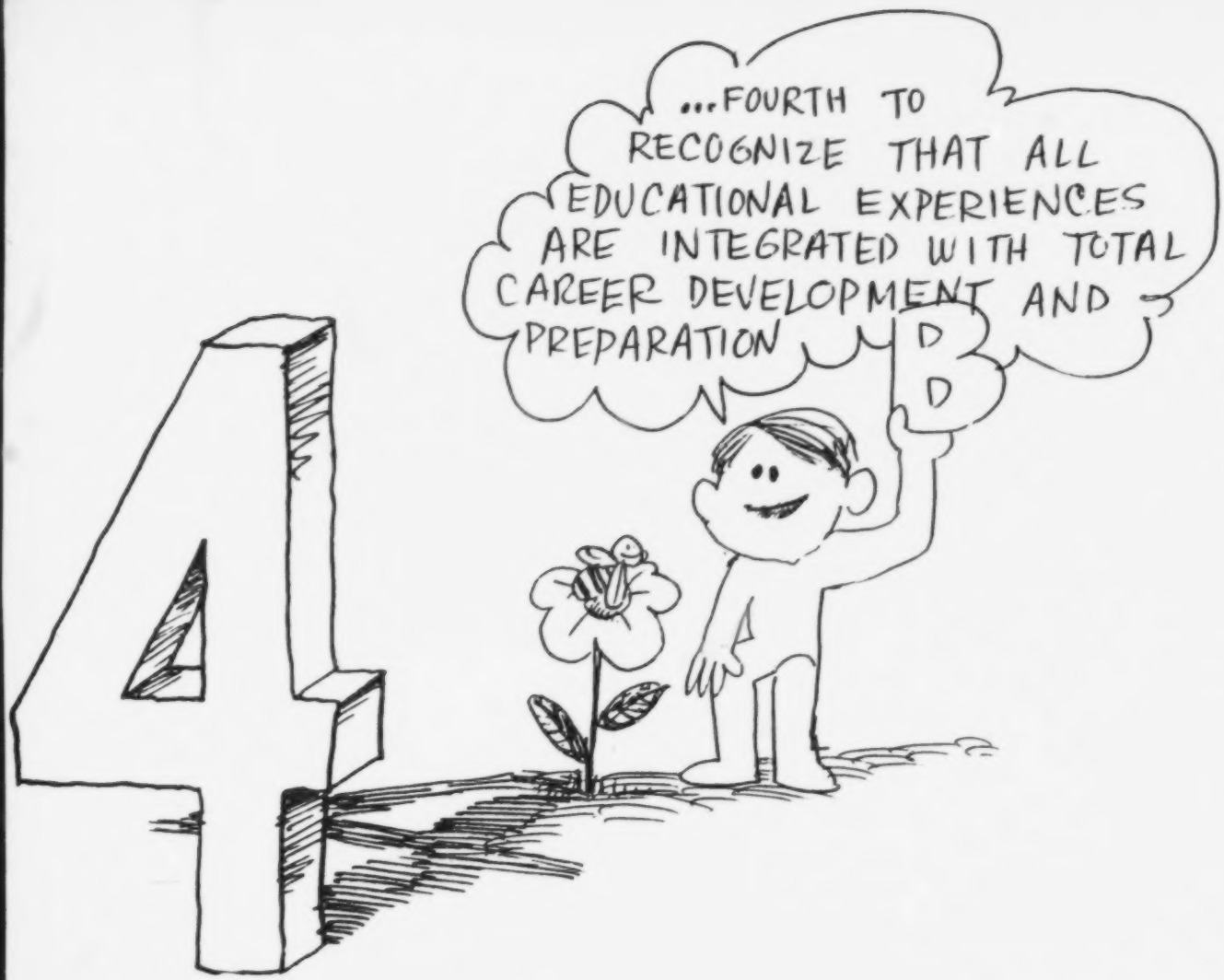


Basic Skills


2
MY SECOND GOAL IS TO ACQUIRE POSITIVE ATTITUDES TOWARD SELF AND OTHERS, A SENSE OF SELF-WORTH, AND A MOTIVATION TO ACCOMPLISH PERSONAL GOALS
I'M OK SO ARE YOU

Self Awareness

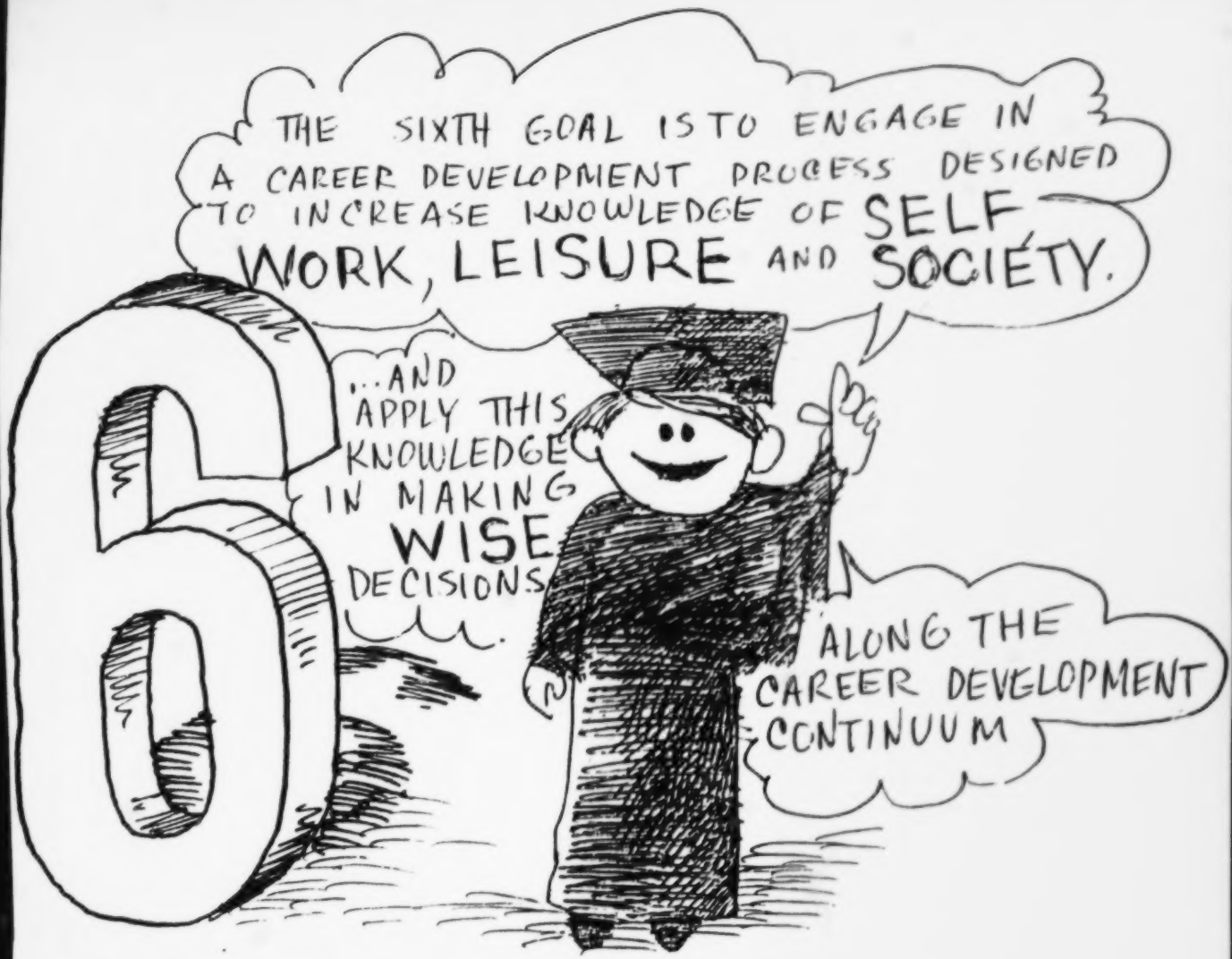
Attitude Development


...FOURTH TO RECOGNIZE THAT ALL EDUCATIONAL EXPERIENCES ARE INTEGRATED WITH TOTAL CAREER DEVELOPMENT AND PREPARATION
4

Educational Awareness

THE FIFTH GOAL IS TO DEVELOP AN EARLY AND CONTINUING AWARENESS OF CAREER OPTIONS AND OPPORTUNITIES AND EXPLORE THEM IN RELATION TO MATURING PERSONAL VALUES, INTERESTS AND APTITUDES.
5

Career Awareness and Exploration

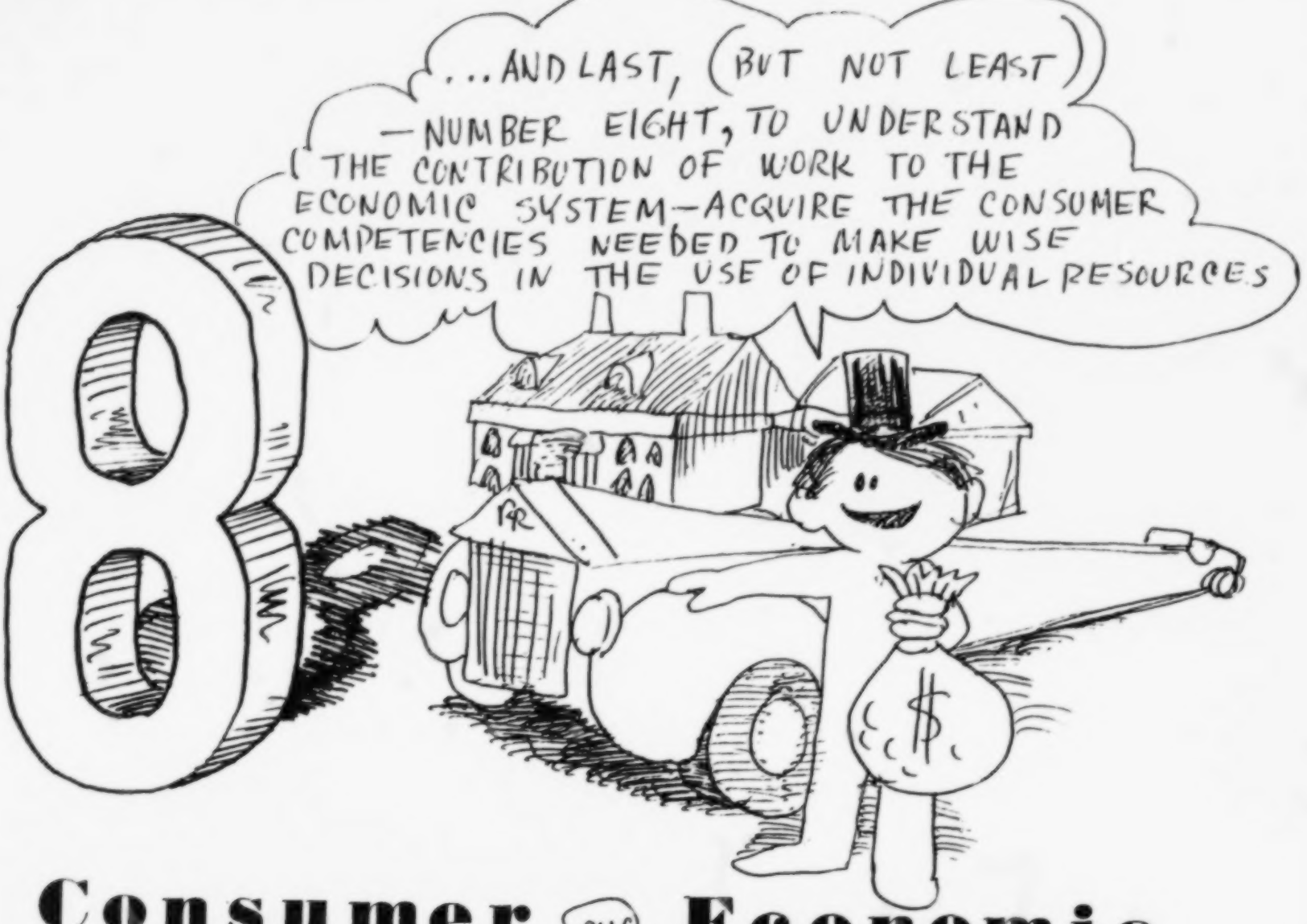

THE SIXTH GOAL IS TO ENGAGE IN A CAREER DEVELOPMENT PROCESS DESIGNED TO INCREASE KNOWLEDGE OF SELF, WORK, LEISURE AND SOCIETY.
6
...AND APPLY THIS KNOWLEDGE IN MAKING WISE DECISIONS.
ALONG THE CAREER DEVELOPMENT CONTINUUM

Career Planning

and

Decision Making

Career Preparation


...AND LAST, (BUT NOT LEAST)
—NUMBER EIGHT, TO UNDERSTAND THE CONTRIBUTION OF WORK TO THE ECONOMIC SYSTEM—ACQUIRE THE CONSUMER COMPETENCIES NEEDED TO MAKE WISE DECISIONS IN THE USE OF INDIVIDUAL RESOURCES
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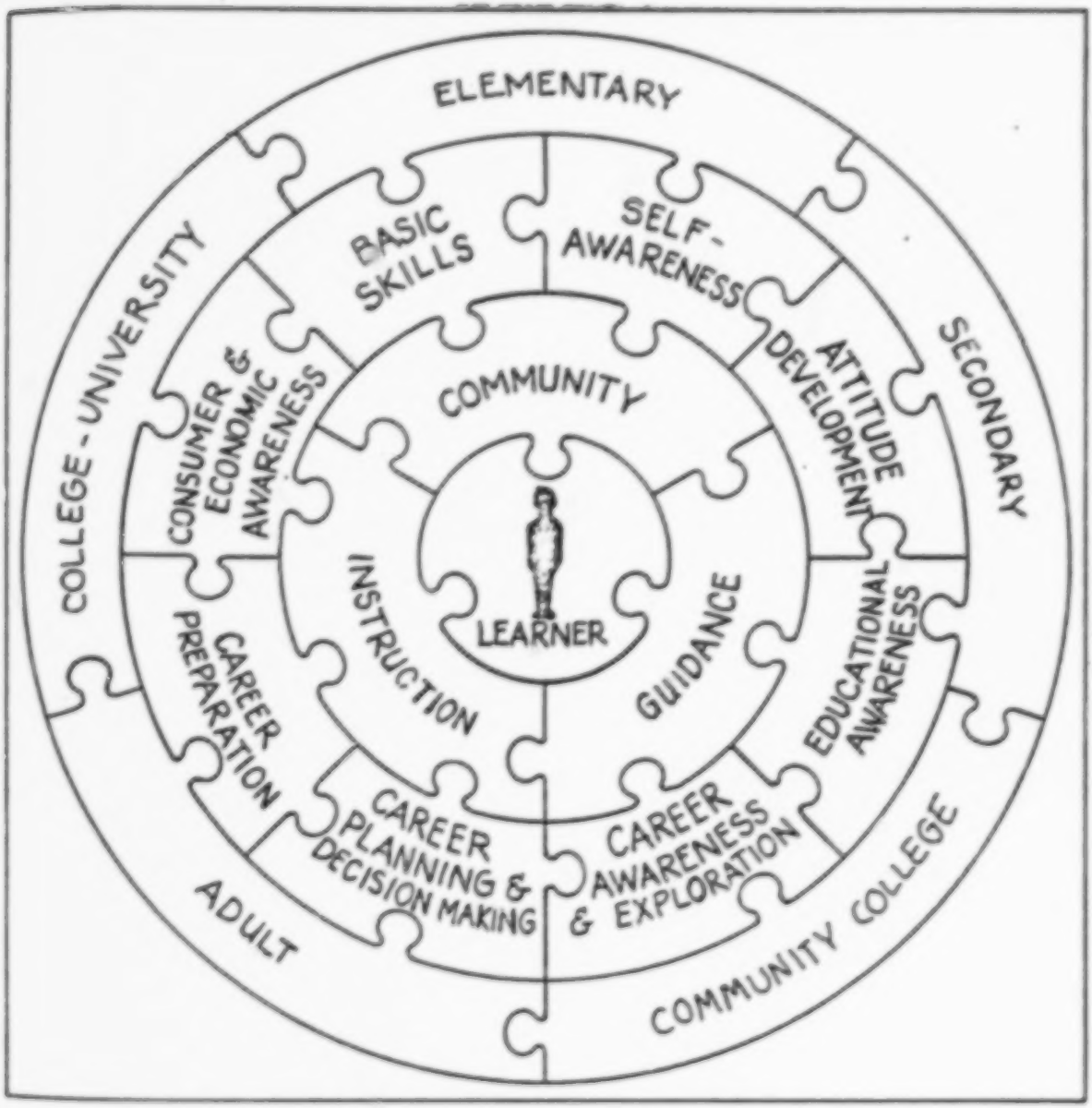
Consumer and Economic Awareness

CAREER EDUCATION



Preparing individuals for a satisfying career and life-style

Conceptual Model of Career Education

Career education is a "comprehensive, lifelong educational process. . . " Thus, it is not an educational program, such as vocational education or early childhood education. The conceptualization of the career education process shown above depicts career education as focusing on the needs of learners.

ASSESSMENT OF CAREER EDUCATION SKILLS,
KNOWLEDGE, AND ATTITUDES

ASSESSMENT

Vocational assessment generally considers areas such as the following:

1. Interests
2. Aptitudes
3. Academic Achievement
4. Work Ability (quantity and quality)
5. Personal and Social Adjustment
6. Self Confidence in Work Ability
7. Ability to Tolerate Pressures and Work Demands
8. Motivational and Incentive Values
9. Physical Capacity (strength, stamina, coordination, dexterity)
10. Physical Condition (health, specific physical or sensory disabilities)
11. Physical Appearance
12. Personal History (personal, social, occupational)

The following approaches are useful in vocational assessment. A description of each follows:

A. Personal Interview
B. Parent Interview
C. Psychological Testing
D. Job Analysis
E. Work Samples
F. Situational Assessment
G. Medical Evaluation

Personal Interview: An example of a personal interview is the "Project PACE Structured Interview." (see following page) Teachers can adapt this interview or can develop interviews based on other questions.

Parent Interview: Parents are an excellent source of information which shouldn't be overlooked in the vocational evaluation of students. The interview questions can be written and sent home for parents to fill out, or better yet, the interview can be handled orally in a conference at school or in the parent's home.

Psychological Testing: Over and above the psychological testing by the school psychologist, there are many "tests" which the classroom teacher can use to help predict occupational readiness. Achievement test batteries such as the "Tests of Adult Basic Education" and the "Adult Basic Learning Examination" provide information regarding the student's level of functioning. Another alternative is the use of individual diagnostic achievement tests or inventories. A third alternative is the use of tests which assess students' knowledge of job-related facts. Some examples are the Social and Pre-Vocational Information Battery, the Fudell Test of Occupational Readiness, and teacher-developed tests. (see following pages)

Other alternatives are based on the criterion-referenced approach. This is an individualized approach which attempts to answer basic questions in behavioral terms. For example, in order to assess a student's abilities to "make it" as a delivery person, the following criteria should be considered:

1) Does he/she have a current driver's license?
2) Can he/she read address labels?
3) Can he/she follow directions on a city map?
4) Can he/she tell time?
5) Can he/she make change?

Then, each question should be broken down in task analysis form so that the student's exact level of functioning can be determined.

Data for the criterion-referenced approach can be obtained from paper-and-pencil tests, work samples, and work training stations. The major advantage of this approach is that the assessment leads directly to step-by-step remediation or training.

Aptitude tests which assess manual and finger dexterity, speed, ability to follow directions, persistence, and related factors can be useful indicators of specific abilities. One example of this type of assessment is the Purdue Pegboard.

Personality tests may be paper-and-pencil tests, personal interviews, projective tests, or rating scales. This area of assessemnt is important because of the great influence of personality factors on adult adjustment and vocational success.

Interest inventories are useful in determining areas in which students would most likely be highly motivated. The workbook "Janus Job Planner" contains an interest inventory which is easily used in the classroom setting. The Picture Interest Exploration Survey (P.I.E.S.), which includes slides of various workers, also is useful in assessing students' job interests.

Finally, inventories which assess work attitudes, values, and habits, provide valuable information in determing students' occupational readiness. Two examples of such inventories are Project PACE Student Attitude/Value Inventory and the Vocational Competency Scale. (see following pages)

Job Analysis: The job analysis approach begins with a sequential breakdown of tasks for a given job (task analysis). Then, a student who has demonstrated the abilities to perform such tasks can be matched to the given job. In other works, task demands are matched with individual competency.

Work Samples: Work samples are concrete situations which are similar to or reproduce the tasks or task elements required on an actual job. The Microtower System and Project Discovery are two examples of the work sample approach.

Situational Assessment: The situational approach provides the reality of a work situation which includes some of the pressures and demands of actual employment. Situational assessment should begin with classroom job assignments, move to on-campus work training stations, then off-campus work training stations, and finally, community on-the-job training. The situational assessment is based on the supervisor's ratings and comments on the "Student Worker Evaluation" form. This information can be used to determine training needs and appropriate job placements.

Medical Evaluation: Evaluation in the area of physical status is useful in predicting job readiness and potential. It has been shown that physical status and social/emotional behavior are closely related. Thus, general medical examinations and follow-up examinations by specialists (when needed) provide information greatly needed for job placement.

In summary, there is no one approach to vocational assessment. Various approaches should be used in order to provide a complete picture of the student's occupational readiness.

Pre _____

Project PACE Structured Interview

Post _____

Name _____ Date _____ Grade_____

Address_____ Phone _____

We want to get to know the students in the PACE Program , better than we usually do in school, so that we can try to make school a more interesting and helpful place to you. To do this we want to ask some questions to find out more about you. The only "right" answers to these questions can come from you -- no one else's answers will do. Just answer them as best as you can, even though you may not have ever given much thought to such questions. Let's start with what you are interested in and like to do.

1. What kind of things do you do in your spare time in the
   (a) afternoons after school? Where do you go or what do you usually do after school?

   (b) nights or evenings? After dark before going to bed.

   (c) weekends/holidays? Saturdays and Sundays, and when off from school.

   (d) summers? This past summer.

2. Who do you spend your free time with, usually?
   (a) no one _____
   (b) family _____
   (c) friend (only one) _____
   (d) group of friends (two or more) _____
      (a) same age _____
      (b) older than you _____
      (c) younger than you _____
      (d) both older and younger than you _____

3. How many hours a week do you have for free time?
   (a) 5-10 _____
   (b) 10-20 _____
   (c) 21-30 _____
   (d) over 30 _____

4. What was the happiest school year you ever had? What do you remember about that year that made you feel happy?

5. What is your favorite
   (a) kind of music?

   (b) radio station?

   (c) kind of things to read?

   (d) type of movie?

   (e) sport to watch?

   (f) sport to participate in?

6. Do you have money of your own to spend?
   (a) Yes, from my own earnings _____
   (b) Yes, from my allowance _____
   (c) Yes, when I ask for it from my parents or grandparents _____
   (d) No _____

7. Do you save any of your money?
   (a) Yes _____
   (b) No _____
   If yes, what do you do with the money you save?

8. Do you have a part-time job now? Yes _____ No _____
   If yes, where _____
   How did you get it?
   (a) on your own _____
   (b) someone I know well helped me get it _____
   (c) other _____

9. Name all the kinds of jobs you have ever done. Which jobs did you get paid for?

Jobs you have done	Reasons for taking job	Paid?

10. Which job did you like best? _____

11. Why did you like it best? _____

_____

12. Which job did you like next best? _____

13. Why? _____

14. Which job did you like least? _____

15. Why? _____

16. What type of job or jobs would you like to have when you leave school? _____

_____

17. What do you think your chances are for getting a good job?
   (a) Very good _____
   (b) Good _____
   (c) Average _____
   (d) Rather Poor _____
   (e) Poor _____

18. Give as many reasons as you can think of to explain your answer. _____

_____

19. Do you live with your parents? Yes _____ No_____ If not, with whom? _____

20. Who is in your family? (List by name and age.)

Name	Age	Name	Age
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

21. How well do you get along with your parents (guardians)?
    (a) We enjoy being together. _____
    (b) We occassionally have disagreements. _____
    (c) We have lots of disagreements. _____
    (d) I avoid them as much as possible. _____

22. What adult(s) do you trust enough to mention your problems or feelings to?
    (a) parents: father _____ mother _____ step-father _____ step-mother _____
    (b) guardians or foster parents _____
    (c) minister _____
    (d) school counselor _____
    (e) school teacher _____
    (f) grandparents _____
    (g) other _____

23. In what situation do you usually find you are the happiest?
    (a) at home with my family _____
    (b) at home by myself _____
    (c) at school _____
    (d) working _____
    (e) when I am with my friends _____
    (f) going places (church, movies, carnivals, etc.) _____
    (g) other _____

24. Have you ever had a steady girl/boyfriend? Yes _____ No _____

25. If not, would you like to have one? Yes _____ No _____

26. What kind of jobs do you think you would find interesting? _____

_____

27. What kinds of jobs do you think you would find interesting when you are 35 years old?_____

28. List some things that you do really well (or used to do) _____

_____ _____ _____

TEST BOOK

SOCIAL AND PREVOCATIONAL INFORMATION BATTERY

Developed by Andrew Halpern, Paul Raffeld, Larry K. Irvin, Robert Link
Rehabilitation Research and Training Center
University of Oregon, Eugene

Published by CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940.

Pre _____ 14

Post _____

FUDELL TEST OF OCCUPATIONAL READINESS

Student's Name:_____ Date:_____Grade:_____ _____

How to answer these sentences:

Yes No Put a line under the word Yes if you think the sentence is right.

Yes No Put a line under the word No if you think the sentence is not right.

Yes No Teachers pay us a salary for going to school.

Yes No If we have a job and work hard we will make money.

Yes No 1. If you cannot get along with your fellow workers, you will lose your job.

Yes No 2. In order for you to get up early enough so that you will be at work on time, it's up to your mother and family to wake you.

Yes No 3. A good worker finishes his work. He does not leave any left overs for someone else to finish.

Yes No 4. When you must be absent from work or school, you do not have to call your teacher or boss.

Yes No 5. When you have finished some work you should sit down and rest.

Yes No 6. If your boss asks you to work a little later to finish some work, tell him no.

Yes No 7. When you go for a job interview act like you are a sleepy person.

Yes No 8. If you have quit many jobs or been fired from many jobs, it will be hard for you to find a new job.

Yes No 9. Always say bad things about the business you work for.

Yes No 10. When you go for a job interview wear you Sunday clothes.

Yes No 11. When some people make fun of you the best thing to do is to try to stay away from these people.

Yes No 12. A good worker is often absent from work and often late for work.

Yes No 13. Getting along with your fellow workers means that you must be nice to them, help each other in your work, and never start any fights.

Yes No 14. A good worker will never stay past quitting time to finish some work he can finish in a little while.

Yes No 15. When you must work with people who make fun of you and you cannot stay away from these people, the best thing to do is not to answer them. Keep quiet.

Yes No 16. A willing worker is a lazy worker.

Yes No 17. If you are not sure how to do something on your job, do not find out, go ahead and do it.

Yes No 18. A good worker wants to be told how to do his work right if he is doing it wrong, and does not become angry when he is told how to do it.

Yes No 19. A good worker does a lot of resting. He waits for someone to tell him what to do all the time.

Yes No 20. A good worker is careful and he is a safe worker.

Yes No 21. To get a raise in salary means that you will be making less money.

Yes No 22. A good worker is on time every day and is never late.

Yes No 23. You can learn good work habits in school and carry them over to a job.

Yes No 24. A good worker does as little as he can, and tries to do less work.

Yes No 25. You would like to work with a person who is always late.

Yes No 26. A boss hires you so he can make money from your work.

Yes No 27. If you are late for school you can get thrown out of school, if you are late for work your boss can keep you in after work.

Yes No 28. A good worker always gives himself some extra time if he has to change clothes for his job so he will not be late.

Yes No 29. To get a raise in salary, sit around and keep sitting around.

Yes No 30. A good worker comes to work every day. He is absent only when he really is sick or only for very important things.

Yes No 31. A good worker tries to hide from work. When there is work to do, he tries to hide himself.

Yes No 32. To follow orders the right way, you should listen carefully and remember what you were told.

Yes No 33. An honest worker will cheat his boss out of his work.

Yes No 34. The habits you use in school to get a raise in grades are not the same habits you use on a job to get a raise in salary.

Yes No 35. A lie detector test cannot tell if you are a cheat or not honest.

Yes No 36. It is important to follow orders in the right way, because if you do not, you can lose time and waste material that costs your boss money.

Yes No 37. A good worker can be counted on to do his work, get along with his fellow workers, and to do extra work.

Yes No 38. An honest person should be afraid of a lie detector test.

Yes No 39. An honest worker works hard all day and never takes anything that does not belong to him.

Yes No 40. To get a raise in salary you must do more work, so your boss can make more money from your work.

Yes No 41. A good worker tries to improve his work and to do more work.

Yes No 42. A good worker offers his help before he is asked to do the work.

NAME_____

DATE_____

JOB APPLICATION AND INTERVIEWING
MULTIPLE CHOICE

DIRECTIONS: Each of the questions or incomplete statements listed below is followed by several possible answers. Choose the answer that best answers the question or completes the statement. Place the letter of the correct answer in the blank space at the left of each item.

____(1) You are a rehabilitated drug addict. On your application form, you listed being in the hospital for a drug problem. What should you tell the interviewer when he asks you about this problem?

A. Tell him that it is none of his lousy business.

B. Tell him that drugs are a part of your life.

C. Tell him that all of your friends are involved with drugs.

D. Tell him that you are no longer addicted to drugs.

____(2) You are a female and a senior in high school. You believe that women do not have the same job opportunities as men. But you want to prove that you can handle any job a man can handle. You go to interview for a job as a parking enforcement officer. You should. . .

A. Give the interviewer a lecture on the ERA.

B. Tell the interviewer the reasons why you think you can handle the job.

C. Tell the interviewer that you know Kung-fu and that you wouldn't hesitate to use it.

D. Tell the interviewer that you can do anything better than most men.

cont. MULTIPLE CHOICE

___(3) You are a senior in high school. You do the best in your art classes and shop classes where you work with your hands. Your have had part-time jobs as a shipping clerk, an assembly line worker, and a door-to-door salesperson. But you were never happy doing the work on any of these jobs. You should. . .

A. Look for any kind of job.

B. Look for the highest paying job.

C. Look for a job where you will work with your hands.

D. Quit looking for jobs and just give up.

___(4) You are a high school student looking for you first job. You have told everyone you know that you want a job. You have gone into places of business to find a job. You have looked through the yellow pages and called businesses on the phone. You have even read the want ads. But you still can't find a job. You should. . .

A. Go to a state employment agency.

B. Wait until you are out of high school to find a job.

C. Let your mother make some calls for you.

D. Hope that one of your friends will quit their job so that you can take it.

DIRECTIONS: Read the following situation and listen to it on tape. The situation applies to the next four multiple choice questions. Follow the same directions as for the first four multiple choice questions.

SITUATION:

Chip graduated high school one month ago. He needed a job so he looked in the want ads. He saw this ad:

> Paste-up asst. Book company needs neat,
> careful asst. Art training pref. Call 874-9625

Chip called the phone number and set up an interview for 1:00 the next afternoon. On the following day, chip had several of his friends take him to the interview. They all went into the office. It was 1:30. The minute Chip walked in, he realized that he forgot his shirt and shoes. It was too late to go back home, so he walked up to the receptionist and said, "I think the boss is waiting to see me."

During the interview, Chip said, "Hey, I can only stay a few minutes because I have some errands to run." He lit up a cigarette and said, "Man, you don't know how bad I need some bread. How soon could I start?" When the interviewer asked about Chip's previous work experience, Chip said, "Well, I quit one job and I was fired from another. The bosses expected too much out of me and I didn't get along with the people I had to work with. But I've really got to run now. My friends are waiting outside." The interviewer thanked Chip for coming in.

____(5) Chip should have. . .

A. Been on time for the interview.

B. Gone to the interview by himself.

C. Worn shoes and a shirt.

D. All of the above

___(6) Chip should have. . .

A. Told the interviewer about his experiences and interest in art.

B. Told the interviewer that he didn't enjoy art.

C. Asked the interviewer if his friends could sit in on the interview.

D. Made up a story that he has worked for a book company before.

___(7) What gives you the idea that Chip was an unreliable worker?

A. He was late for his interview.

B. He graduated from high school.

C. He looked for jobs in the want ads.

D. He called the book company by telephone.

___(8) The interviewer probably. . .

A. Hired Chip to start at once.

B. Told Chip that he could start in a week.

C. Decided that Chip was not the one to hire.

D. Decided that he would call Chip later to hire him.

ESSAY QUESTION 21

(9) Describe how you would look and act if you were going to an interview for a job as a hospital attendant. You should describe at least two ideas for how you would look and at least two ideas for how you would act.

USE THIS PAGE ONLY TO ANSWER THE QUESTION!

DIRECTIONS: Fill out this part of a job application as if you were actually applying for a job at the Union Chemical Company.

(10) Social Security Number _____

EDUCATION

(11) Senior High School _____ From _____ to _____

PREVIOUS WORK EXPERIENCE

	Company	Address	Kind of Work
(12)			

REFERENCES

	Name	Address	Occupation
(13)			
(14)			
(15)			

THIS IS A TEST OF INTERVIEWING AND JOB APPLICATION SKILLS.

TO PASS, YOU MUST CORRECTLY AT LEAST 10 OUT OF 15 QUESTIONS.

Job Application and Interviewing
Multiple Choice Answer Sheet

(1) D

(2) B

(3) C

(4) A

(5) D

(6) A

(7) A

(8) C

NAME _____

JOB ASSESSMENT

1. A job held after school, on weekends, or during vacations is called a _____ job.
2. How can you prove how old you are?
3. Before you can get a job, you need to send away for a certain number. What is it called?
4. If you are under 18, you need a _____ to work at a regular job.
5. Should you print or write in cursive when filling out an application?
6. What are the people called who tell an employer about the type of worker you are?
7. Name two people who would be good references.
8. What other information do you need about these references?
9. When applying for a job, should you go with some friends or by yourself?
10. What is the person called who is in charge of hiring people?
11. What does an employment agency do?
12. What section of the paper do you read to find job openings?
13. What does "apply in person" mean?
14. What is the difference between an employee and an employer?
15. What are fringe benefits?

16. What is a promotion?

17. What does it mean to be paid on an hourly rate?

18. What does it mean to be paid by the month?

19. What does it mean to be paid on a weekly rate?

20. What is it called when you have a personal meeting with a possible employer?

21. What is the person who is in charge of a business called?

22. What is a "permanent" job?

23. What is a "temporary" job?

24. What is a salary?

25. What does "room for advancement" mean?

26. Name 2 different ways you can set up an interview.

    A.

    B.

27. Is it all right if you are late for an interview? Why or why not?

28. Why is it important to spell correctly on an application?

29. What should you wear for a job interview?

30. What must you write on the back of a check if you want to cash or deposit it?

    What do we call this?

31. What is the difference between "gross" and "net" salary?

32. What is a payroll deduction?

33. What does transportation to work mean?

34. What do you think would happen if you lied at work?

35. What should you do if you have a job and you cannot work one day because you are sick?

36. Why is it important to get to work on time?

37. How do you show that you are a reliable worker?

38. What does it mean to be fired from a job?

39. Name 3 reasons why a boss might fire a worker.

    A.

    B.

    C.

40. What are some reasons for having a job?

41. How many years do you think you will be working?

42. What kind of work would you like to do?

43. Is it important to like your job? Why?

44. Sometimes we have to work even if we don't want to, why?

45. What do you do if you can't finish a task on time at work?

JOB ASSESSMENT ANSWER SHEET

1. part-time
2. birth certificate
3. social security number
4. work permit
5. print
6. references
7. teachers, friends of family
8. address, phone number, occupation
9. by yourself
10. employer
11. helps people find jobs
12. classified ads (want ads)
13. You must go to the company yourself to apply for the job.
14. An employer hires people; An employee is hired by an employer
15. Side benefits which some jobs provide their employees (paid vacation, health insurance, paid holidays, bonuses, etc)
16. when you are given a better job
17. when you are paid according to the number of hours worked
18. when you are paid a straight salary each week
19. when you are paid a straight salary each month
20. interview
21. manager, boss
22. a job which does not have an ending date
23. A job which might be seasonal or which is taken with the idea that it will only last a certain amount of time.
24. the amount of money you are paid for working
25. There are possibilities to move up on the career ladder and to get promotions.
26. 1. telephone contact
    2. personal contact
    3. letter contact

27. No, it may give the interviewer a bad first impression about you punctuality.

28. The personnel department will get a better impression of your abilities.

29. It depends on the type of job you are interviewing for, clothes shou always be neat and clean.

30. A. your signature
B. endorsing a check

31. "gross" salary is before deductions
"net" salary is after deductions

32. taxes or other amounts of money which are taken out of your p heck

33. the way you plan to get to and from work

34. you might get fired

35. call your boss as soon as you can

36. To show that you are punctual and to start your work when you are expected to begin.

37. By showing good work habits such as going to work every day, working independently, and completing work assignments well.

38. when you lose your job

39. A. not showing up
B. not getting along with others
C. not doing your work

40. A. to earn money to live on
B. to feel useful
C. to contribute to society

41.

42.

43. Yes, because you will usually do a better job if you like what you're doing

44. to support yourself and/or your family; to feel that you are contributing to society or helping others

45. Let your boss know and try to finish as soon as you can.

Pre _____

Post _____

Project PACE Student Attitude/Value Inventory

NAME:_____ DATE:_____ GRADE:_____

Circle the response following each statement that best represents your feelings about the statement.

SA=Strongly Agree A=Agree D=Disagree SD-Strongly Disagree

1.	Some day I will be working on a full-time job.	SA	A	D	SD
2.	Working is better than sitting around doing nothing after a week or two.	SA	A	D	SD
3.	Money is all I will work for.	SA	A	D	SD
4.	The kind of job a person holds has a lot to do with how important he is as a person.	SA	A	D	SD
5.	It is as important in life to play and rest as it is to work.	SA	A	D	SD
6.	Collecting money in your neighborhood for the March of Dimes is a kind of work.	SA	A	D	SD
7.	People should be paid the same thing, no matter what kind of work it is.	SA	A	D	SD
8.	When I get older I will probably find a job I am interested in.	SA	A	D	SD
9.	A housewife or homemaker is not a worker because she does not get paid.	SA	A	D	SD
10.	Work is one of the three most important things in your life.	SA	A	D	SD
11.	There has to be someone who will work at jobs no one wants.	SA	A	D	SD
12.	Building a bird feeder for your younger brother or sister is working.	SA	A	D	SD
13.	Doctors and lawyers should make more money because they are helping people.	SA	A	D	SD
14.	Handicapped people should not be expected to work, even if there are things they can do.	SA	A	D	SD
15.	Doing your homework for school is not work.	SA	A	D	SD
16.	Some people work for money, some work for personal satisfaction.	SA	A	D	SD
17.	Only lucky people get paid for doing something they enjoy doing.	SA	A	D	SD
18.	Goofing off in school and goofing off on a job are two different things.	SA	A	D	SD
19.	Getting a job done and over with is more important than how well it is done.	SA	A	D	SD
20.	It's OK to take things home from work that belongs to the company because they can afford it.	SA	A	D	SD
21.	If you want a day off from work, the best way is to call in sick.	SA	A	D	SD
22.	A person who plans a part of life to enjoy himself is lazy.	SA	A	D	SD
23.	If a person doesn't like the kind of work he is doing, he should look for another job.	SA	A	D	SD
24.	A person should look for jobs that match his interests.	SA	A	D	SD
25.	A person should have a job plan for his life.	SA	A	D	SD
26.	Money may not be the most important reason for taking a job.	SA	A	D	SD
27.	One person not doing his job in a factory, won't make any difference.	SA	A	D	SD
28.	Bosses care whether you get your work done.	SA	A	D	SD

©

INSTRUCTIONAL MATERIALS AND MEDIA AVAILABLE

MICROTOWER is a group vocational evaluation system which utilizes a wide range of equipment and forms. The system includes thirteen realistic work samples which require minimal reading. All instructions are on cassette tapes. The work samples are grouped into five skill areas as follows:

VERBAL SKILLS

1. Want Ads Comprehension
2. Message Taking

NUMERICAL SKILLS

3. Payroll Computation
4. Making Change

CLERICAL PERCEPTION SKILLS

5. Mail Sorting
6. Filing
7. Zip Coding
8. Record Checking

MOTOR SKILLS

9. Bottle Capping and Packing
10. Lamp Assembly
11. Electronic Connector Assembly

SPATIAL SKILLS

12. Blueprint Reading
13. Graphic Illustration

PROJECT DISCOVERY is a U. S. Office of Education validated hands-on career exploration system which consists of self-contained exploration packages representing a wide variety of occupations. Each package contains real world tools and materials for students to use in performing the series of activities representative of the particular occupation. The special education edition includes ten packages with student instructions written at second, third, and fourth grade reading levels. Also included are "First Look Books" which define the technical vocabulary students will encounter.

The special education edition includes the following packages:

1. Masonry
2. Plumbing
3. Wall Covering
4. Auto Body Repair
5. Accounting and Bookkeeping
6. Filing

©

INSTRUCTIONAL MATERIALS AND MEDIA AVAILABLE (Continued)

7. Advertising and Editorial Design
8. Exploring Greenhouse Work
9. Skin and Nail Care
10. Hair Care and Styling

In addition, these five packages are available:

1. "Truckin"
2. Small Engine Repair
3. Mail Handling
4. Exploring Grocery Clerking
5. Waiter/Waittress

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

Career Assessment and Placement Center

ON-CAMPUS WORK TRAINING STATIONS

1. Custodial Aide
2. Locker Room Aide
3. Library Aide
4. Audio-Visual Office Aide
5. Home Economics Class Aide
6. Machine Shop Tool Crib Attendant
7. Auto Shop Aide
8. Wood Shop Aide
9. Photography Lab Aide
10. TMR Class Aide (Calhi)
11. Other Classroom Aides
12. Curriculum Office Aide
13. Attendance Office Aide
14. Guidance Office Aide
15. Business and Activities Office Aide
16. Special Ed Office Aide (Calhi)
17. Other Office Aides
18. Snack Shack Worker
19. Cafeteria Worker

DISTRICT WORK TRAINING STATIONS

1. District Central Kitchen Worker
2. District Transportation Worker
3. District Laundry Worker
4. Teen Mother Program Nursery Aide
5. ALRC Aide
6. DCH Aide (Development Center for the Handicapped)

WHITTIER UNION HIGH SCHOOL DISTRICT
Career Education for Special Education

Student Worker Evaluation

BEST COPY AVAILABLE

Pay Period _____ Name _____ Grade _____ Date _____

Location _____ Position _____ Supervisor _____

Evaluations should be made on a realistic basis. Students are in a training process and there is room for growth and improvement. Few students will be performing at an excellent level to start.

CRITERIA	Excellent	Good	Fair	Poor	Failing	COMMENTS
PUNCTUALITY - being on time	0 Tardies	1 Tardy	2 Tardies	3 Tardies	4 or more Tardies	
ATTENDANCE	0 Absences	1 Absence	2 Absences	3 Absences	4 or more Absences	
ATTITUDE - positive toward fellow workers and toward work						
FOLLOWS INSTRUCTIONS - does work as told						
RETAINS INSTRUCTIONS - remembers from day to day						
WORKS INDEPENDENTLY - does not need continuing supervision						
INITIATIVE - self starter; works ahead without further direction						
QUALITY OF WORK - accurate and well done						
SPEED AND PRODUCTIVITY - compared to competent, full-time worker						

Attendance Record - for ten working days	Monday	Tuesday	Wednesday	Thursday	Friday

Additional comments: _____

_____

_____

_____ Signature of Supervisor

_____ Signature of Student

CAREER ASSESSMENT

AND

PLACEMENT CENTER

VOCATIONAL

EVALUATION

UNIT

WHITTIER UNION HIGH SCHOOL DISTRICT

12108 EAST WASHINGTON BLVD.
WHITTIER, CALIFORNIA 90606
TELEPHONE 698-8121

BOARD OF TRUSTEES
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ARTHUR T. HOBSON, ED.D.
SEABRON A. HOLIN, ED.D.

Dear Parent:

The Career Assessment and Placement Center is an opportunity for your son/daughter to explore his/her vocational interests, aptitudes, abilities, and skills. Located at 9401 South Painter Avenue, the Center offers a multitude of services including vocational evaluation, work adjustment, vocational counseling and job placement.

Vocational evaluation is a "Hands On" opportunity for your son/daughter to explore the world of work. Work samples which are simulated job tasks, are utilized to measure job performance. Your son/daughter may try cosmetology, woodworking, janitorial, clerical work or food service work, just to name a few areas. Part of the evaluation involves going to a work/training sight and trying out a job for two or three days. This lets the student gain further exposure to an area of interest.

Work adjustment assists the student and instructor to maximize the students vocational and social functioning. Small group and individual instruction help to work on problems a student may encounter when he goes to work.

The Vocational Counselors assist your son/daughter in developing realistic and feasible vocational goals by helping him/her obtain the necessary skill training to reach their goal. Follow-up services are provided to students in skill training and employment.

When your son/daughter has reached the vocational readiness stage, the job developer will help attain an appropriate employment site within the community. This is the goal of vocational planning. Your son/daughter will be followed up until they settle in their job.

One or more services of the center can be utilized. It is not necessary for your son/daughter to go thru all of the programs in order to find a job. Classroom teachers will assist in identifying those services that a student might need. We look forward to working with your son/daughter. Questions regarding the program can be directed to me at 698-8121, extension 44-38.

Sincerely,

Dan Hulbert

Dan Hulbert
Rehabilitation Services Administrator
Career Assessment and Placement Center

DH/jk

WHITTIER UNION HIGH SCHOOL DISTRICT
CAREER ASSESSMENT AND PLACEMENT CENTER
Parent Consent For Services

36

Reason for Referral Your son/daughter has been referred to the Career Assessment and Placement Center to receive assistance in vocational planning. The Career Assessment and Placement Center is a group of counselors and other school personnel who make recommendations in an attempt to more adequately meet student's vocational needs. In order to help plan an appropriate program your son/daughter has been referred for the following services:

_____ Vocational/Work Evaluation

_____ Job Placement

_____ Vocational Counseling

_____ Work Adjustment

_____

_____

Your son/daughter is scheduled to start in the program on the Central Campus at 9401 South Painter Avenue on _____ and will be attending
Date
from _____ to _____.

I give my consent for my son/daughter to be assessed as outlined above. I understand that my son/daughter will not be assessed until this signed consent is returned and that the assessment will be completed within 1 semester of the district's receipt of this consent. It is also my understanding that when this assessment is completed I will be invited to a meeting to review the results and discuss program possibilities. I understand that no change in my son's/daughter's educational program will be made without my written consent.

My son/daughter has my permission to use his/her own vehicle for transportation to and from Central Campus yes _____ no _____. I understand that Whittier Union High School District will otherwise provide transportation.

_____
Parent or Guardian Signature

Please tear off bottom half (at dotted line) and return to:

Name _____

Address _____

_____

CAREER ASSESSMENT AND PLACEMENT CENTER
HIGH SCHOOL REFERRAL FORM

REFERRAL DATE: _____ REFERRAL TEACHER/COUNSELOR _____
SCHOOL _____

Name _____ D.O.B. _____ Soc. Sec. No. _____
Address _____ Phone _____
Parent or Guardian _____
Address _____ Phone _____
In Case of Emergency (Contact Person) _____
Address _____ Home Phone _____ Bus. Phone _____
Physician _____
Address _____ Phone _____

REFERRAL REASON: _____
_____
_____

DISABILITY:(School Placement) _____
_____

MEDICAL INFORMATION:
General Physical Health _____
Medical Limitations (Physical/Emotional) _____
Hospitalizations (Dates, Where, Reason) _____
Medications _____ Schedule _____
Does this Person Have Seizures _____ How Often _____ What Kind _____

ACADEMIC EDUCATION:
Grade _____ Credits _____
Program _____
Additional Specific Vocational Training _____
Classroom Behaviors _____

WORK HISTORY:(Include volunteer) _____
Employer _____ Position _____
Location _____ From _____ to _____ Wages/Hr. $_____
Duties _____
Reason For Leaving _____
Other Employment _____
_____

MISC. FACTORS:

Other professionals involved with the client. (Probation, Rehab. Counselor, Social Worker, etc. _____
_____

Driver License _____ What type of transportation will student be using:
_____

Additional Information you feel is important: _____
_____
_____

Participates in and needs free lunch at Sierra (circle one) YES NO

WHITTIER UNION HIGH SCHOOL DISTRICT

12102 EAST WASHINGTON BLVD.
WHITTIER, CALIFORNIA 90606
TELEPHONE 698-8121

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SEABRON A. NOLIN, ED.D.

Dear Parent:

The California State Department of Education has awarded a grant to the Whittier Union High School District to establish an innovative model for providing vocational assessment, counseling, work adjustment and placement services for educationally, mentally and physically handicapped students and adults. After talking with school counselors, nurses, and teachers regarding who might benefit from these services your son/daughter was suggested as a person who might benefit from this program.

This letter is being written to explain that one of our Vocational Counselors will begin preliminary discussions with your son or daughter regarding career and vocational goals. If during their discussion it appears that your son or daughter might benefit from some of the other services provided, like vocational evaluation, work adjustment and job placement, we would then communicate this to you for your permission to proceed.

The Vocational Counselors will be working at your son's or daughter's high school, but most of the other services are provided at the Career Assessment and Placement Center, which is located at the Sierra Education Center, 9401 South Painter Avenue, Whittier, California. If you agree, arrangements will be made to provide these services by working around your son's or daughter's school schedule and by providing transportation.

If you would like a more detailed description of the Career Assessment and Placement Center please call us at 698-8121, extension 44-38.

Sincerely,

Dan Hulbert

Dan Hulbert
Rehabilitation Services Administrator
Career Assessment and Placement Center

Warren Sapp

Warren Sapp
Vocational Counselor

DH/WS:jk

WHITTIER UNION HIGH SCHOOL DISTRICT

12102 EAST WASHINGTON BLVD.
WHITTIER, CALIFORNIA 90606
TELEPHONE 698-8121

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SEABRON A. NOLIN, ED.D.

VOCATIONAL EVALUATION PLAN

NAME _____ DATE _____

EVALUATION PERIOD _____ thru _____ STAFFING DATE _____

VOCATIONAL EVALUATOR _____ REFERRING COUNSELOR _____

****

REFERRAL REQUEST: _____

_____

EXPRESSED INTEREST: _____

_____

LIMITATIONS: _____

_____

****

ORIENTATION

(Date)

_____ Tour (restrooms, break area, etc.)

_____ Explanation of vocational evaluation

_____ Work Rules

_____ Safety Information

_____ Photo

(Date)

_____ Time Card

_____ Student Release Form

_____ Referral Form

_____ Initial Interview

_____ Referral to Department of Rehabilitation

PSYCHOMETRIC EVALUATION

(x)	Work Interest and Needs	(Date)
____	California Life Goals Eval. Schedules	_____
____	Forer Vocational Survey	_____
____	Geist Picture Interest Inventory (Geist)	_____
____	Interest Check List	_____
____	Kuder General Interest Sur.	_____
____	Minnesota Importance Questionnaire (MIQ)	_____
____	Minnesota Satisfactoriness Scales (MSC)	_____
____	Minnesota Satisfaction Questionnaire (MSQ)	_____
____	Occupational Exploration Kit (OEK)	_____
____	California Occupational Preference System Interest Inventory (COPS)	_____
____	Work Aptitudes Check List	_____
____	Work Situations Check List	_____
____	Work Activities Check List	_____
____	Singer Picture Interest Inventory	_____
____	Strong-Campbell Interest Inventory	_____
____	Tyler Vocational Card Sort	_____
____	Wide Range Interest Opinion Test (WRIOT)	_____

(x)	Dexterity, Strength and Coordination	(Date)
____	Bennett Hand Tool Dexterity	_____
____	Crawford Small Parts Dexterity	_____
____	Hand Dynamometer	_____
____	Minnesota Rate of Manipulation	_____
____	Minnesota Spatial Relations	_____
____	Purdue Pegboard	_____

(x)	Achievement	(Date)
____	Adult Basic Learning Exam (ABLE)	_____
____	Independent Living Skills	_____
____	Peabody Individual Achievement Test (PIAT)	_____
____	SRA Arithmetic Index	_____
____	SRA Reading Index	_____
____	Slosson Oral Reading Test	_____
____	Wide Range Achievement Test (WRAT)	_____

(x)	Aptitudes	(Date)
____	Bennett Mechanical Comprehension	_____
____	Computer Programmer Aptitude Battery	_____
____	Minnesota Paper Form Board Test	_____
____	General Aptitude Test Battery(GATB)	_____
____	Non-reading Aptitude Test Battery(NATB)	_____
____	SRA Clerical Aptitudes	_____
____	Watson-Glasser Critical Thinking	____

PSYCHOMETRIC EVALUATION
Continued

(x)	Intellectual Assessment	(Date)
____	Raven Progressive Matrices	_____
____	Slosson Intelligence	_____
____	Wechsler Adult Intelligence Scale (WAIS)	_____
____	Wechsler Intelligence Scale For Children (WISC)	_____

Personality

____	Bender Gestalt	_____
____	Edwards Personal Preference Schedule (EPPS)	_____
____	Minnesota Multiphasic Personality Inventory (MMPI)	_____
____	Sixteen Personality Factors (16PF)	_____
____	Tennessee Self Concept Scale	_____

(x)	Miscellaneous	(Date)
____	Dvorine Color Vision	_____
____	Near Vision Test	_____
____	Distant Vision Test	_____

****

WORK SAMPLES

Singer

____	Woodworking	_____
____	Refrigeration & Air Cond.	_____
____	Bench Assembly	_____
____	Machine Assembly	_____
____	Sheet Metal	_____
____	Plumbing and Pipefitting	_____

Valpar

____	Small Tools (Mech.)	_____
____	Size Discrimination	_____
____	Numerical Sorting	_____
____	Upper Extremity Range of Motion	_____
	Clerical Comprehension and Aptitude	
____	Tele. Answering	_____
____	Mail Sorting	_____
____	Filing	_____
____	Disb. Ledger	_____
____	Daily Log	_____
____	Payroll Ledger	_____
____	Typing	_____

WORK SAMPLES
Continued

(x)		(Date)
	VALPAR (Cont.)	
____	Independent Problem Solving	_____
____	Multi-Level Sorting	_____
____	Simulated Assembly	_____
____	Whole Body Range of Motion	_____
____	Tri-Level Measurement	_____
____	Eye-Hand-Foot Coordination	_____
____	Soldering & Inspection(Elec)	_____
____	Money Handling	_____
____	Integrated Peer Performance	_____
____	Electrical Circuitry and Print Reading	_____
____	Drafting	_____
	MICRO TOWER	
____	Want Ads Comprehension	_____
____	Message Taking	_____
____	Payroll Computation	_____
____	Making Change	_____
____	Mail Sorting	_____
____	Filing	_____
____	Zip Coding	_____
____	Record Checking	_____
____	Bottle Capping & Packing	_____
____	Lamp Assembly	_____
____	Electronic Connector Assem.	_____
____	Blueprint Reading	_____
____	Graphics Illustration	_____

	JEVS	
____	Nut, Bolt and Washer	_____
____	Rubber Stamp	_____
____	Washer Thread	_____
____	Budgette Assembly	_____
____	Sign Making	_____
____	Tile Sorting	_____
____	Nut Packing	_____
____	Collating Leather	_____
____	Grommet Assembly	_____
____	Union Assembly	_____
____	Belt Assembly	_____
____	Ladder Assembly	_____
____	Metal Square Fabrication	_____
____	Hardware Assembly	_____
____	Telephone	_____
____	Large Lock	_____
____	Filing by Numbers	_____
____	Proofreading	_____
____	Filing by Three Letters	_____
____	Nail and Screw Sort	_____
____	Adding Machine	_____
____	Payroll Computation	_____
____	Computing Postage	_____
____	Registor Reading	_____
____	Pipe Assembly	_____
____	Blouse/Vest Making	_____
____	Condensing Principle	_____

(x) (Date)

____ Prevocational Readiness Battery _____

C. A. SAMPLES

____ Cosmetology _____

____ Sewing _____

____ Nurses Aide _____

____ Typing _____

****

SITUATIONAL ASSESSMENT

(x)	(Site)	(Starting Date)	(Days)
____	Auto Body Repair	_____	_____
____	Auto Brake/Light License	_____	_____
____	American Car Services	_____	_____
____	Animal Hospital Aide	_____	_____
____	Auto Parts Clerk	_____	_____
____	Auto Smog License/Advanced Tune-up	_____	_____
____	Bank/Savings & Loan Teller	_____	_____
____	Building Maintenance	_____	_____
____	Cashier	_____	_____
____	Commercial Refrigeration Repair	_____	_____
____	Cosmetology	_____	_____
____	Diesel Program	_____	_____
____	Diesel Engine Live	_____	_____
____	Food Service	_____	_____
____	Foreign Car Services	_____	_____
____	Horticulture Program	_____	_____
____	Hospital Occupations	_____	_____
____	Insurance Clerk - General/Medical	_____	_____

SITUATIONAL ASSESSMENT
Continued

(x)	(Site)	(Starting Date)	(Days)
____	Keypunch	_____	_____
____	Landscape	_____	_____
____	Medical/Legal Machine Shorthand	_____	_____
____	Motorcycle Mechanic	_____	_____
____	Nursery Occupations	_____	_____
____	Office Production/Equipment Training	_____	_____
____	PBX Operator/Receptionist	_____	_____
____	Pre-School Aide	_____	_____
____	Recreation Aide	_____	_____
____	Recreational Vehicle Repair	_____	_____
____	Refrigeration Repair	_____	_____
____	Retail Store Occupations	_____	_____
____	Security Officer	_____	_____
____	Supermarket Occupations	_____	_____
____	Travel Agency Clerk	_____	_____
____	Warehousing	_____	_____
____	_____	_____	_____
____	_____	_____	_____

****

CONSULTATIONS AND EVALUATIONS

(x)		(Service Provider)	(Date of Appointment)
____	Speech	_____	_____
____	Hearing	_____	_____
____	Psychological	_____	_____
____	Psychiatric	_____	_____
____	Physical Therapy	_____	_____

ON THE JOB EVALUATION REPORT

Client Name _____

Program _____

Rating Period, from _____ to _____

Supervisor _____

Rating Scale

S = Strength
A = Acceptable
CN = Change needed
E = Enough to baffle a Philadelphia lawyer

INTERPERSONAL RELATIONSHIPS
A. SUPERVISORY RELATIONSHIPS

	S	A	CN	E	
1					Profits from instruction _____
2					Handles criticism appropriately _____
3					Handles praise appropriately _____
4					Clear communication with supervisor _____
5					Asks appropriate question _____
6					Respects role of supervisor _____

B. CO-WORKER RELATIONSHIPS

	S	A	CN	E	
1					Works effectively in groups _____
2					Works effectively alone _____

	S	A	CN	E	
3					Gets along with others _____

WORK BEHAVIORS AND ATTITUDES

A. DEPENDABILITY

	S	A	CN	E	
1					Uses good judgment and follows through on decisions _____
2					Industriousness _____
3					Punctuality _____
4					Attendance _____
5					Conformity to shop rules and safety practices _____
6					Consistency of work effort _____

B. PHYSICAL CHARACTERISTICS

	S	A	CN	E	
1					Stamina _____
2					Vitality of work energy _____

C. ACCEPTANCE OF WORK ROLE

	S	A	CN	E	
1					Reaction to pressure - frustration tolerance _____
2					Concentration - distractability _____
3					Flexibility _____
4					Realistic self appraisal of functioning level _____

TASK PERFORMANCE

	S	A	CN	E	
1					Quality of work
2					Productivity
3					Ability to organize work
4					Use of tools, equipment
5					Housekeeping of area
6					Training potential

SELF PRESENTATION

	S	A	CN	E	
1					Dress
2					Grooming
3					Hygiene
4					Confidence
5					Personal complaints
6					Attitude

GENERAL

1. Irritating habits _____

_____

2. Odd and inappropriate behavior _____

_____

3. Have you noticed any physical limitations, i.e. visual, hearing, etc. _____

_____

4. Circle the letter preceding the statement which describes the client's response to supervision

   a. Client is helpful, pitches in and works well under all forms of supervision.

   b. Client works best under permissive, supportive supervision.

   c. Client is usually helpful and requires minimal supervision.

   d. Client resists all supervision.

   e. Other

5. What in your opinion is preventing this person from being employed in the community?

6. Has the client expressed interest in competitive employment.

IEP OBJECTIVES, SUGGESTED ACTIVITIES
AND MATERIALS/RESOURCES

GOAL CODES

A1. READING

0110 **Readiness**
- 0111 **Visual**
- 0112 **Auditory**

0120 Decoding
- 0121 Sound/Symbol Relationship
- 0122 Sight Vocabulary
- 0123 Phonetic Analysis
- 0124 Structural Analysis

0130 **Oral Reading Skills**

0140 Comprehension
- 0141 Context Clues
- 0142 Vocabulary Development
- 0143 Sequencing Ideas
- 0144 Finding Main Ideas
- 0145 Drawing Conclusions
- 0146 Differentiating Facts/Opinions

0150 Study Skills
- 0151 Dictionary Use
- 0152 Using Reference Materials
- 0153 Library Use
- 0154 Organizing Information
- 0155 Summarizing Information

0160 Purpose & Value of Reading

0170 Practical (Survival) Reading

A2. ORAL COMMUNICATION

0210 Auditory Perception
- 0211 Listening Skills
- 0212 Discrimination
- 0213 Memory/sequencing
- 0214 Comprehension

0220 Speech
- 0221 Pre-Articulation Skills
- 0222 Articulation
- 0223 Voice
- 0224 Fluency

0230 Expressive Language
- 0231 Concept Development (Vocab.)
- 0232 Grammar/Syntax
- 0233 Propositionality

A3. MANUAL INSTRUCTION

0310 **Non-Oral Language**
- 0311 **Speech Reading**
- 0312 **Finger Spelling**
- 0313 **Sign Language**
- 0314 **Typing/Braille Writing**
- 0315 **Adaptive Communication (Communication Boards)**
- 0316 **Body Language**

A4. WRITTEN COMMUNICATION

0410 Written Language
- 0411 Handwriting
- 0412 Spelling
- 0413 Grammar/Punctuation
- 0414 Composition (Sentence, Paragraph, Essay)

A5. COMPUTATIONAL SKILLS / MATH

0510 Math Readiness
- 0511 Number Recognition
- 0512 Counting
- 0513 Number Concepts

0520 Basic Math
- 0521 Addition
- 0522 Subtraction
- 0523 Multiplication
- 0524 Division
- 0525 Place Value/Regrouping
- 0526 Fractions
- 0527 Percentages
- 0528 Simple Algebra
- 0529 Simple Geometry

0530 Practical (Survival) Math
- 0531 Telling Time
- 0532 Measurement
- 0533 Reasoning/Word Problems

B. BODY COORDINATION

0610 Gross Motor

0620 Fine Motor

0630 Orientation
- 0631 Body Awareness
- 0632 Spatiality
- 0633 Directionality
- 0634 Laterality
- 0635 Manual Skills (Blind)
- 0636 Visual Efficiency (Partially Sighted)

C. HEALTH & HYGIENE

0710 Health
- 0711 Physical Fitness
- 0712 Nutrition
- 0713 Drug Education

0720 Hygiene
- 0721 Knowledge and Care of Body Systems

D. SELF CONCEPT

0810 Self Concept
- 0811 Identification of Body Parts
- 0812 Self-confidence
- 0813 Needs & Interests
- 0814 Personal Values
- 0815 Expression/Understanding
- 0816 Risk-taking/Decision Making
- 0817 Intra-personal Adjustment
- 0818 Adaptability

E1. SCHOOL ADJUSTMENT

0910 Relationships with Others
- 0911 Rel. with Peers
- 0912 Rel. with Adults
- 0913 Rel. With Authorities

0920 Classroom Behavior
- 0921 Attendance/Promptness
- 0922 Attention Span
- 0923 Task Completion
- 0924 Follows Directions
- 0925 Works Independently
- 0926 Self-discipline

E2. COMMUNITY ADJUSTMENT

1010 Social Skills
- 1011 General Public Speaking
- 1012 Manners
- 1013 Behaving Responsibly

1020 Family Life
- 1021 Child Care
- 1022 Human Sexuality
- 1023 Family Relations

F. VOCATIONAL & CAREER DEVELOPMENT

2010 **Vocational & Career Development**
- 2011 **Exploration of Job Types**
- 2012 **Exploration of Interests and Aptitudes**
- 2013 **Specific Skills Training**
- 2014 **Applying for a Job**
- 2015 **Interviewing Techniques**

G. DAILY LIVING SKILLS

3010 **Self-help Skills**
- 3011 **Feeding/Eating/Drinking**
- 3012 **Toileting**
- 3013 **Grooming**
- 3014 **Dressing/Undressing**

3020 **Independent Living Skills**
- 3021 **Use of Public Transport.**
- 3022 **Use of Telephone**
- 3023 **Consumer Skills**
- 3024 **Housekeeping Skills**
- 3025 **Driving Skills**

3030 **Safety**

3040 **Recreation/Leisure Skills**

STUDENT

PROGRAM

OTHER SERVICES

/ /
DATE

0170 - PRACTICAL READING

USING THE TELEPHONE DIRECTORY

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
1. By _____, the student will use the telephone directory to locate names, addresses, and phone numbers of necessary services as measured by _____% accuracy on a teacher-made test.	1.1 Provide situations where students are asked to look in the phone book to answer, "Who would you call?" (e.g., your sink gets stopped up, your refrigerator quits working?)	1.1 Telephone Directories (Call GTE for extras)
	1.2 Give students lists of services to locate in the Yellow Pages.	1.2 Telephone Directories (Call GTE for extras)

0170 - SURVIVAL READING

WANT AD ABBREVIATIONS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
2. By _____, the student will state the meaning of _____ out of _____ want ad abbreviations as measured by the student's verbal or written performance on a teacher-made test of abbreviations.	2.1 Play games where actual want ads are used and students are divided up into teams. Each team alternately responds by giving the meaning of the next abbreviation which appears in the want ad.	2.1 Newspaper Want Ads
	2.2 Follow the tape and the activities of the Microtower unit, "Want Ads Comprehension".	2.2 Microtower unit: "Want Ads Comprehension"

0530 - PRACTICAL MATH

0532 - MEASUREMENT (MONEY)

MAKING CHANGE

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
3. By _____, the student will correctly make change for up to fifty dollars as measured by _____% accuracy on a teacher-made test.	3.1 Have students practice making change using real or simulated money and simulated sales receipts.	3.1 Microtower "Making Change" or other commercially available materials.
	3.2 Have students play buying/selling games using simulated money. (e.g., Monopoly, teacher-developed games, student-developed games)	3.2 Money games; simulated money
	3.3 Have students develop and operate a "store" to practice making change correctly.	3.3 "Store" products; simulated money

0530 - PRACTICAL MATH

0532 - MEASUREMENT (MONEY)

SAVINGS ACCOUNTS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
4. By _____, the student will correctly fill out deposit and withdrawal slips and record savings transactions as measured by _____% accuracy on samples of the student's written work using a simulated savings account.	4 .1 Take a field trip to a local bank where students go through the procedures for opening a savings account. 4 .2 Have students develop and operate a class "bank" where simulated money can be saved for long-term large purchases, activities, or privileges.	4 .1 Arrangements for field trip, preparation and follow-up activities. 4 .2 Mock bank forms, mock money, items for sale

0530 - PRACTICAL MATH

0532 - MEASUREMENT (MONEY)

CHECKING ACCOUNTS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
5. By _____, the student will correctly write checks, fill out deposit slips, and record checking transactions as measured by _____% accuracy on samples of the student's written work using a simulated checking account.	5.1 Take a field trip to a local bank where students go through the procedures for opening a checking account. 5.2 Have students develop and operate a class "bank" and a checking system in which students write checks to purchase various items (e.g., pencils, paper), activities, or priveleges.	5.1 Arrangements for field trip, preparation and follow-up activities. 5.2 Mock bank forms, mock checks and money, items for sale.

0710 - HEALTH

0711 - PHYSICAL FITNESS

EXERCISING DAILY

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
6. By _____, the student will exercise for at least _____ minutes every day as measured by teacher, student, and/or parent reports shown on a chart.	6.1 Get a group of students involved in team sports. 6.2 Have a coach and/or physical education teacher demonstrate exercises and discuss various types of exercise. 6.3 Hold discussions on the benefits of regular exercise.	6.1 Equipment 6.2 Interested coach and/or physical education teacher. 6.3 Discussion Questions

0710 - HEALTH

0712 - NUTRITION

PLANNING BALANCED MEALS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
7. By _____, the student will plan a one week menu consisting of three balanced meals per day and will make a shopping list within a set budget as measured by satisfying the four basic food group requirements and by keeping the cost of the foods within the set budget.	7.1 Invite a guest speaker (school dietician, nutritionist, etc.) to discuss the four basic food groups, meal planning, and consumer "hints". Have students ask relevant questions.	7.1 Arrangements for guest speakers, preparation, and follow-up activities.
	7.2 Take a field trip to a local market to identify food groups, to learn about different types and cuts of meat, fish, and poultry, and to learn about the job opportunities in markets.	7.2 Arrangements for field trip, preparation, and follow-up activities.
	7.3 Have students use the grocery store newspaper ads to find the lowest prices on various foods.	7.3 Grocery store newspaper ads, list of foods.
	7.4 Have students go through all the steps in preparing a meal (planning, writing shopping list, shopping, cooking, eating, cleaning).	7.4 Kitchen, newspaper ads, money to buy food.

0810 - SELF CONCEPT

0812 - SELF CONFIDENCE

POSITIVE ATTRIBUTES

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
8. By _____, the student will state at least _____ positive attributes (physical, social, mental, psychological, etc.) as measured by the student's verbal and/or written reports.	8.1 Lead the class in "Values Clarification" exercises where students express feelings of worth. 8.2 Hold group discussions centered around topics such as: a) Feeling good about oneself. b) Taking pride in one's appearance, abilities, behavior towards others, etc. c) How others' actions affect one's feelings of worth. 8.3 Have students role-play people who demonstrate feelings of worth and people with little sense of worth. Optional: Videotape the role-plays and discuss the two extremes.	8.1 Values Clarification by Simon, Howe, and Kirschenbaum. Personalizing Education: Values Clarification and Beyond by Howe and Howe. 100 Ways to Enhance Self-Concept in the Classroom by Canfield and Wells. 8.2 Discussion Questions 8.3 Role-Play Situations, VTR Equipment (optional).

0810 - SELF CONCEPT

0813 - NEEDS AND INTERESTS (AND ABILITIES)

PERSONAL ABILITIES AND INTERESTS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
9. By _____, the student will state at least _____ personal abilities and at least _____ personal interests as measured by the student's verbal and/or written reports.	9.1 Lead the class in "Values Clarification" exercises (e.g., "Twenty Things I Love to Do", "Coat of Arms")	9.1 Values Clarification exercises (See following pages) Values Clarification by Simon, Howe and Kirschenbaum. Personalizing Education: Values Clarification and Beyond by Howe and Howe. 100 Ways to Enhance Self-Concept in the Classroom by Canfield and Wells
	9.2 Hold group discussions centered around topics such as: a) Differences between abilities and interests. b) Ways to increase abilities and interests (e.g., study, practice). c) Hobbies to share with the group. d) Personal Growth Goals	9.2 Discussion Questions
	9.3 Take a field trip to a local business to observe various workers' abilities. Have students ask questions and then develop a list of job titles and necessary abilities as observed on field trip.	9.3 Arrangements for field trip preparation, and follow-up activities.

WHICH DO YOU VALUE MORE?

Arrange the following 9 items in Priority Order according to your priorities:

_____ A job which enables you to travel extensively.

_____ A job which provides high income.

_____ A job with superiors who show appreciation for your work.

_____ A secure job with little danger of being suddenly unemployed.

_____ A job in the town where you live.

_____ A job with great responsibility and opportunity for advancement.

_____ A job which pays moderately but provides excellent benefits.

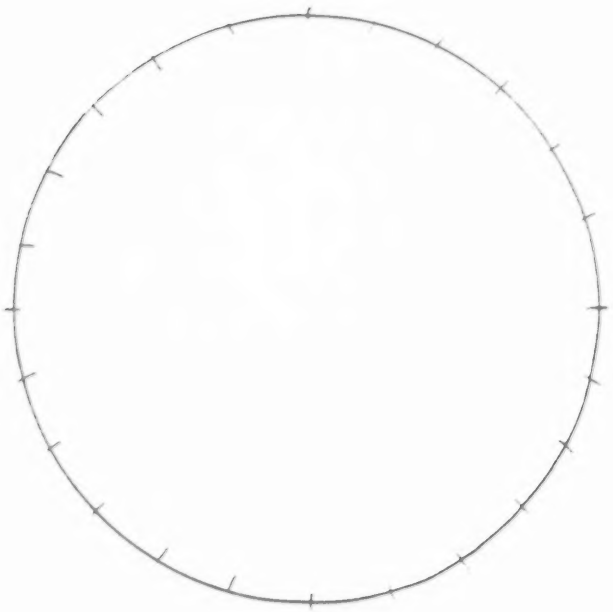
_____ A job which pays you more if you produce more or produce better than your fellow workers.

_____ A job which allows you to join a labor union or workers association.

List your 3 highest priorities:

List your lowest priority:

PIE OF LIFE



Divide the circle according to how much time is spent in each of the following activities in an average school day and label each slice. There are 24 hours in your day to account for.

1. sleep
2. school
3. at work (job)
4. with friends
5. on homework
6. alone
7. on chores
8. with your family
9. other activities

A. Are you satisfied with the sizes of your slices? _____

B. Is there anything you could do to change the sizes of any of your slices?

C. On the back of this page, draw your ideal pie.

TWENTY THINGS YOU LOVE TO DO

Page 1

If a job or career is going to satisfy and fulfill you, it will give you the opportunity to become involved in activities that you really like and have a special meaning to you. This exercise is to help you discover "what" it is that you prize or cherish in life.

Directions: On the next page, list as rapidly as you can twenty things you really love to do - big things or little things. You might list dancing, getting a paycheck, working on your car, helping a friend, playing ball, etc. It is perfectly all right to end up with more than twenty items, or fewer than twenty items. By the way, there is no "right" or "wrong" answers for this exercise. Each person has to find his or her own values.

TWENTY THINGS YOU LOVE TO DO Page 2

20 Things You Love To Do	3 $ or more - $	Alone(A) W/People(P)	Most Important 1-5	5 Years from Now(5)	Risk (R)	Father's List Mother's List (f) or (m)	On the Job (J)	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								

To really clarify this exercise you might look at your list as something which tells you a lot about you at this particular time in your life - as something that can help you learn about yourself. To help with this, complete one or more of these sentences:

1. I noticed that I .....

2. I was surprised that I .....

3. I was pleased that I .....

This list and the sentences you completed may have many implications for the career choices you make.

NAME _____

DATE _____

WORK SITUATIONS

Below is a list of work situations. Your willingness to work in the following situations helps us learn more about what career is best for you. Place a check in the column that best describes your feelings.

Situations	Like	OK	Dislike
1. Performing tasks that change frequently			
2. Working under pressure-time, criticism			
3. Influencing people's opinions and attitudes			
4. Directing other people on what to do			
5. Helping people			
6. Working with objects, things & tools			
7. Working with information, ideas or data			
8. Working with little supervision			
9. Performing tasks that are routine			
10. Performing tasks in a small area			
11. Moving about on the job			
12. Working mostly outside			
13. Working mostly inside			
14. Working in a quiet environment			
15. Working in an area with lots of people			

NAME_____

DATE_____

WORK VALUES

Below is listed several work values. You are to place a check after those 5 values you consider the most important for you when you decide on a job.

Values	5 Important
1. Adventure - doing exciting or risky activities	
2. Authority - in charge of others	
3. Busy - work to do all the time	
4. Co-workers - easy people to work with	
5. Creative - able to use own ideas	
6. Fairness - policies and boss are fair	
7. Independence - work on your own	
8. Income - receiving a high pay	
9. Promotions - a chance to move up to a better job and/or higher pay	
). Recognition - receiving respect from others	
.. Responsibility - making good decisions on my own	
. Routine - same work tasks each day	
. Security - steady employment	
. Successful - getting a job done well	

WORK VALUES - con't

Values	5 Important
15. Variety - different tasks each day	
16. Working conditions - attractive or good site	

NAME_____

DATE_____

PERSONAL VALUES

You are to list 5 personal values you most would like. Place them in rank order with number 1 being the one you would most like.

Values	Ranking
1. Ambitious - hardworking, aspiring	
2. Cheerful - lighthearted, joyful	
3. Clean - neat and tidy	
4. Dependable - trustworthy, reliable	
5. Forgiving - willing to pardon others	
6. Friendly - outgoing and likable	
7. Helpful - working for the welfare of others	
8. Honest - sincere and truthful	
9. Imaginative - daring and creative	
10. Independent - self-reliant and self-sufficient	
11. Loving - affectionate, tender	
12. Obedient - dutiful, respectful	
13. Polite - courteous, well-mannered	
14. Popular - known to all and respected	
15. Self-controlled - cool, self-disciplined	

VALUES AUCTION: STUDENT INSTRUCTIONS

Each of you is given $100.00 in $10.00 bills. Pretend this money is your life. It is the total amount of time, energy, strength and desire you have to invest in your values. First, you must decide how important each value is by putting them in rank order form 1 thru 10. Second, you must budget you $100.00 to invest it in that 1 to ? values you are willing to purchase at our auction. Remember others may also want that value. Do you want several values or just one? Decide what is your top bid on those important values. Do not budget more than you have. If you do not get a value during the auction you may put that money budgeted onto another value. Please record how much was actually paid for the value.

NAME _____

DATE _____

VALUES AUCTION

Values	Rank Order	Your Top Bid	Actual Price
1. Happy marriage & family			
2. Lots of friends			
3. Freedom to do what you want			
4. Long life without illness			
5. Nice home & car			
6. Success in your job			
7. Happiness			
8. World without war			
9. Good self esteem - feel good about yourself			
10. A really good love relationship			
11. Lots of money			

NAME_____

DATE_____

WRAPPING IT UP

Work Situation Likes

1.

2.

3.

4.

5.

6.

Work Values Top 5

1.

2.

3.

4.

5.

Personal Values Rank Order

1.

2.

3.

4.

5.

Auction Buys

1.

2.

3.

People-Data-Things

1.

2.

3.

0810 - SELF CONCEPT

0815 - EXPRESSION/UNDERSTANDING

LISTENING TECHNIQUES

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
10. By _____, the student will state at least _____ good listening techniques (e.g., look at speaker, wait for speaker to finish, pay attention to speaker) and will demonstrate one of more of these techniques ___% of the time as measured by a teacher-made or student-made chart.	10.1 Have students brainstorm the do's and don'ts of a good listener.	10.1 Chalkboard, chalk, teacher or student to record the ideas.
	10.2 Lead the class in various listening games and/or exercises. (For example: (a) Read or speak for several minutes and then ask questions (b) A student states an item he/she would take on a trip or a job he/she would like to have. The next student states the same and repeats the information given by all previous students. This cycle continues until all students have had a turn.)	10.2 Listening games and/or exercises (teacher-developed or commercially developed)
	10.3 Have students role-play situations demonstrating both appropriate and inappropriate listening. Then hold discussions on the consequences of each.	10.3 Role-play situations
	10.4 Have students practice writing down phone messages for office calls and for take-out food orders.	10.4 Microtower unit: "Message Taking"

0810 - SELF CONCEPT

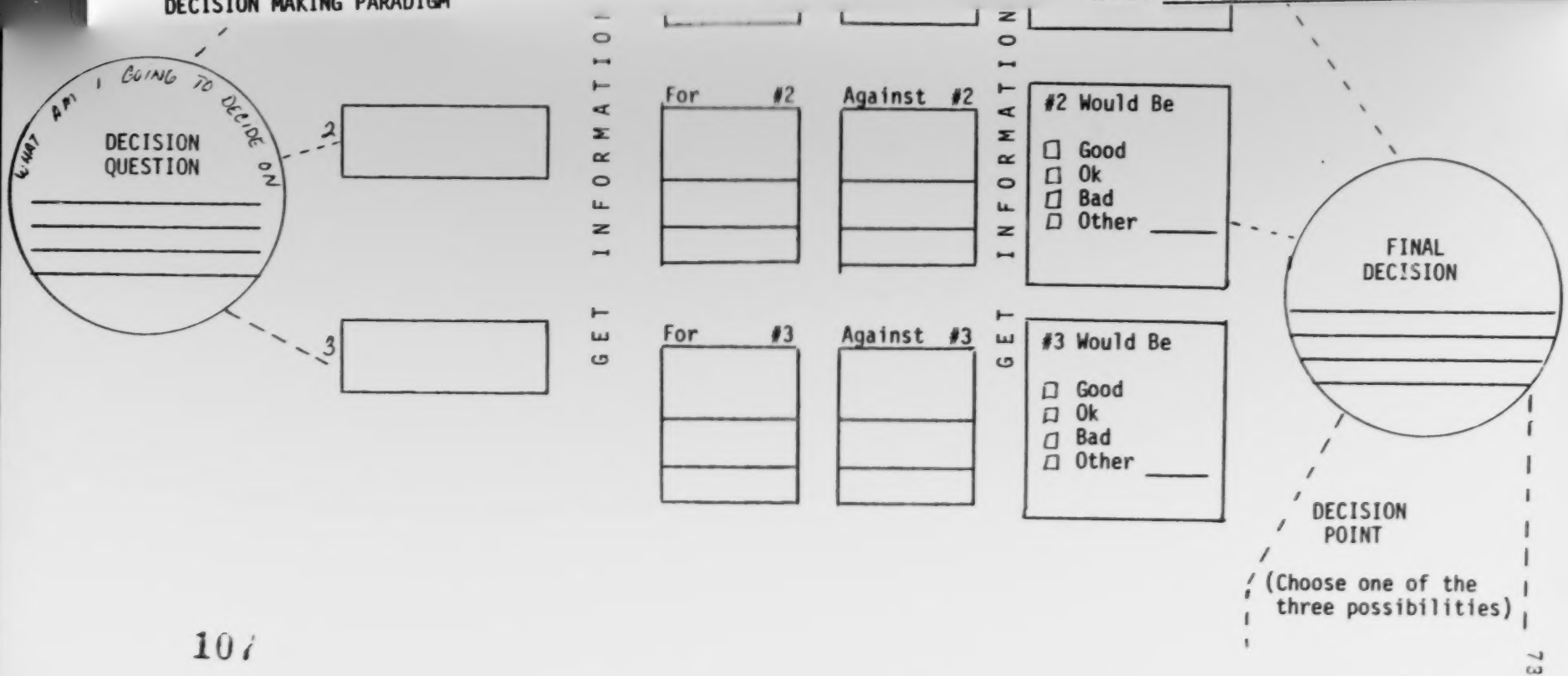
0816 - RISK-TAKING/DECISION MAKING

MAKING DECISIONS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
11. By _____, the student will choose an occupational area in which to concentrate as measured by completion of all blanks of the "Decision-Making Paradigm".	11.1 Have students investigate various jobs they might be interested in and choose three top choices of occupations.	11.1 .2 Decision-Making Paradigm (See Next Page) Community Workers, Videotaped Interviews of community workers, Field Trips, Guest Speakers, Panel Discussions.
	11.2 Have students investigate in depth the three top choices to determine at least three advantages and three disadvantages of each occupation.	
	11.3 Hold group discussions where students discuss and weigh the stated advantages and disadvantages of their occupational choices.	11.3 Decision-Making Paradigm
	11.4 Have students work independently to rank order their three choices and arrive at a decision.	11.4 Decision-Making Paradigm
	11.5 Have students volunteer to share their decisions and their reasons.	11.5 Decision-Making Paradigm

DECISION MAKING PARADIGM

NAME: _____



each goal, and will carry out those steps as measured by teacher, student, and/or parent reports of the student's goal attainment.	diate and long-range goals. b) How to choose realistic goals c) How to reach goals	
	12.2 Have students conduct personal interviews to find out how others set and reach personal goals.	12.2 Interview Questions, Suggested people for students to interview
	12.3 Conduct values clarification exercises with the class to help students identify and reach personal goals.	12.3 Values Clarification by Simon, Howe, and Kirschenbaum Personalizing Education: Values Clarification and Beyond by Howe and Howe 100 Ways to Enhance Self-Concept in the Classroom by Canfield and Wells

0810 - SELF CONCEPT

0816 - RISK-TAKING/DECISION MAKING

FINDING GOOD ADVICE

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
13. By _____, the student will state at least _____ sources for obtaining good advice and will use one or more of these sources to prevent problem "flare ups" ____% of the time as measured by a teacher-made or student-made chart	13.1 Have students brainstorm situations which might require outside assistance. Then have them brainstorm people and agencies who offer assistance. 13.2 Take field trips to medical clinics, mental health clinics, social service agencies, Department of Rehabilitation offices, etc. (Students can use the telephone directory to find sources of assistance.) 13.3 Have students role-play "Dear Abby" type situations.	13.1 Chalkboard, chalk, teacher or student to record the ideas, list of service people and agencies (e.g., friends, teachers, clergy, boss, parents, doctors, dentists, lawyers, psychologists, Family Counseling, Planned Parenthood,Legal Aid/ Public Defender) 13.2 Arrangements for field trips, preparation, and follow-up activities 13.3 Role-play Situations

0810 - SELF CONCEPT

0817 - INTRA-PERSONAL ADJUSTMENT

RESPONDING TO CRITICISM

OBJECTIVE	ACTIVITES	MATERIALS/RESOURCES
14. By _____ the student will state at least _____ appropriate ways to respond to criticism and will demonstrate one or more of these strategies ____% of the time as measured by teacher-made or student-made charts.	14.1 Hold group discussions centered around topics such as: a) Differences between constructive and destructive criticism b) Acceptable and unacceptable ways to react to criticism c) Consequences of constructive criticism	14.1 Discussion Questions
	14.2 Have students role-play situations dealing with constructive and destructive criticism and acceptable and unacceptable reactions. Optional: Videotape the role-plays and discuss the extremes.	14.2 Role-Playing Situations, VTR Equipment (optional)

0810 - SELF CONCEPT

0817 - INTRA-PERSONAL ADJUSTMENT

COPING STRATEGIES

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
15. By _____, the student will state at least _____ coping strategies to deal with feelings of anger (frustration, etc.) and will use one or more of these strategies ____% of the time as measured by a teacher-made or student-made chart.	15.1 Have students read books, articles, etc., which deal with coping strategies and then participate in group discussions based on material read and/or personal experiences.	15.1 "Coping with Series" Contact Unit: "Maturity" and other related materials, Discussion Questions
	15.2 Have students role-play situations in which they must use coping strategies to deal with emotions.	15.2 Role-Play Situations
	15.3 Invite an art therapist to work with a group of students and to discuss how art can be used as emotional expression.	15.3 Art Therapist Art materials
	15.4 Have a guest speaker from the field of mental health discuss how to release tension without hurting others.	15.4 Arrangements for guest speaker, preparation, and follow-up activities

0910 - RELATIONSHIPS WITH OTHERS

0911 - RELATIONSHIPS WITH PEERS

MAKING FRIENDS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
16. By _____, the student will state at least _____ components of friendship and will gain at least _____ new friends as measured by student and friend reports.	16.1 Have students brainstorm the characteristics of a friend. 16.2 Have students role-play making a new friend and/or problem situations where they must respond to a friend's problem. 16.3 Hold group discussions related to topics such as: a) What friendship means to you b) How to choose and make friends c) How to be a friend to others d) What activities, etc., you share with friends	16.1 List of suggested characteristics (e.g., open, sincere, understanding, friendly, helpful, trusting, honest.) 16.2 Role-Play Situations 16.3 Discussion Questions

GROUP ACTIVITIES FOR CAREER EXPLORATION

1. Show P.I.E.S. slides and allow discussion of each. Guide discussion by encouraging students to describe the task being performed. Do not spend too much time on any one slide. Approximately thirty seconds per slide should be adequate time.

2. Divide class into 2 or more teams. Explain that the class is going to play a game about the world of work and they will be looking at the P.I.E.S. slides of a worker performing a task which is typical of his or her job. Rotate the opportunity to respond between teams. Allow approximately 10 seconds for response. If the team responds correctly within the time limit, the team scores a point. The team with the most points wins.

   From one to four options may be selected for play. Options include: identification of worker (career title), identification of task being performed, identification of career cluster, or any combination.

3. Divide the class into groups and have each group "research" one of the career clusters. An oral presentation utilizing charts, graphs, or pictures might be made by each group. Each group might be responsible for doing one or more of the following:

   a) Make arrangements for a guest speaker, who would be representative of their career cluster, to talk to the class. (With minimal assistance from the teacher, the students should locate speakers, explain purpose of talk, invite, arrange date and time, and write follow-up thank you letter).

   b) Make arrangements for a career field trip or job observation. (Procedures should be similar to those in(a)).

   c) Cut sample classified ads from the newspaper describing job openings or individuals seeking jobs in their career clusters; have students write their own ads.

   d) Using the telephone book yellow pages, find the name, address, and telephone number of a company which employs people from their cluster and write a practice letter of application or make a telephone inquiry.

   e) List the steps which must be taken to enter their career cluster.

   f) Develop a skit representative of the group's career cluster.

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2011 - EXPLORATION OF JOB TYPES

EXPLORING JOBS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
17. By _____, the student will explore at least _____ jobs as measured by field trip participation, involvement with guest speaker, job observation, work training station, Project Discovery packages, etc.	17.1 See Next Page: Group Activities for Career Exploration	17.1 Picture Interest Exploration Survey (P.I.E.S. slides) Classified Ads Telephone Directory Arrangements for field trips and guest speakers, preparation, and follow-up activities

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2011 - EXPLORATION OF JOB TYPES

WHY PEOPLE WORK

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
18. By _____, the student will state at least _____ reasons why people work as measured by the student's verbal or written statements. (Economic independence, personal and social relationships, personal satisfaction, security, self-esteem, etc.).	18.1 Group discussions of reasons why people work.	18.1 Discussion Questions
	18.2 Students interview parents, teachers, employees, etc., to find out the reasons why they work.	18.2 Suggested interview questions and suggested people to interview.
	18.3 Students participate in work training stations.	18.3 On-campus, off-campus, and community work training stations.
	18.4 Guest speakers from the community.	18.4 Community workers (could be parents, former students, etc.).

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2011 - EXPLORATION OF JOB TYPES
HOW WORKERS CONTRIBUTE TO SOCIETY

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
19. By _____, the student will state at least _____ ways that a particular type of worker helps society as measured by the student's verbal or written statements. (Contributes goods and services, pays taxes, etc.).	19.1 Group Discussions on topics such as: a) Workers that affect our lives b) Occupational clusters and specific services provided by each c) What would change if a given occupation did not exist?	19.1 Discussion Questions Reference materials List of occupational clusters (See Next Page)
	19.2 Student investigations of specific occupations (through reading, hands-on simulation, observations, interviews, etc.).	19.2 Reference Materials (Job Box, Pacemaker Vocational Readers, etc.)
	19.3 Bulletin board of specific occupations and the major contributions of each.	19.3 Same as .2
	19.4 Role-playing members of different occupations.	19.4 Role-playing situations
	19.5 Guest speakers.	19.5 Community workers (could be parents, former students, etc.).
	19.6 Field trips.	19.6 Field trip arrangements, preparation and follow-up.

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SAMPLE OCCUPATIONAL CLUSTERING SYSTEMS

U.S. OFFICE OF EDUCATION CAREER EDUCATION CLUSTERS

1. Construction Occupations
2. Manufacturing Occupations
3. Marketing and Distribution Occupations
4. Agri-Business and Natural Resources Occupations
5. Marine Science Occupations
6. Health Occupations
7. Public Service Occupations
8. Business & Office Occupations
9. Communications and Media Occupations
10. Transportation Occupations
11. Environmental Control Occupations
12. Hospitality & Recreation Occupations
13. Personal Services Occupations
14. Fine Arts and Humanities
15. Consumer and Homemaking-Related Occupations

HUMRRO SYSTEM (REVISED USOE SYSTEM)

K-3
- Goods Producing Occupations
- Service Occupations

Grades 4-6
- Industry
- Commerce
- Social Science
- Services
- Arts

Grades 7-9 (Industry Classifications)
- Natural Resources
- Construction
- Manufacturing
- Transportation & Communication
- Trade and Finance
- Government
- Education
- Health and Welfare
- Personal Services
- Production Services
- Arts and Humanities
- Recreation and Hospitality

OREGON CAREER EDUCATION CLUSTERS

1. Mechanical and Repair
2. General Clerical
3. Basic Marketing
4. Agriculture
5. Food Service
7. Wood Products
8. Secretarial
9. Metal Working
10. Bookkeeping & Accounting
11. Health
12. Electrical-Electronics
13. Social Service
14. Graphic Arts

MICHIGAN CAREER EDUCATION CLUSTERS

1. Agriculture-Natural Resources
2. Art and Science
3. Communications & Media
4. Construction
5. Distribution
6. Health
7. Home Economics
8. Hospitality & Recreation
9. Manufacturing
10. Office
11. Service
12. Transportation

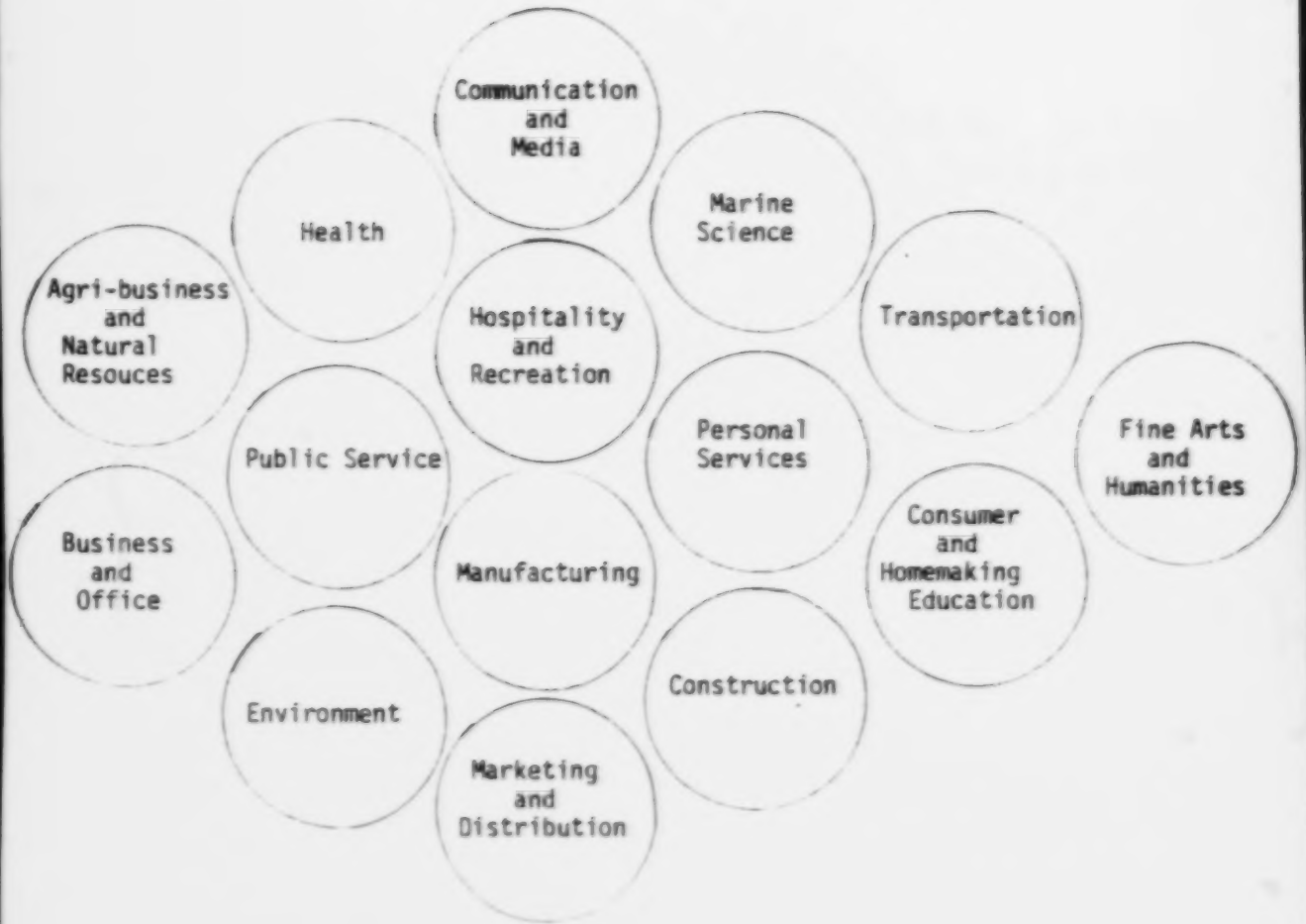
JOHN HOLLAND'S CATEGORIES OF OCCUPATIONS

1. Enterprising
2. Social
3. Artistic
4. Conventional
5. Intellectual
6. Realistic

ROE'S FIELDS OF OCCUPATIONS

1. Service
2. Cultural
3. Business Contact
4. Organization
5. Arts and Entertainment
6. Outdoor
7. Science
8. Technology

UNITED STATES OFFICE OF EDUCATION (USOE) CAREER CLUSTERS



SIX COMPREHENSIVE OCCUPATIONAL CLUSTERS

1. Social, Health and Personal Services
2. Business Sales and Management
3. Business Operations
4. Technologies and Trades
5. Natural, Social and Medical Sciences
6. Creative and Applied Arts

1. Social, Health and Personal Services

   a. Education and social services
   b. Nursing and human care
   c. Personal and household services
   d. Law enforcing/protective services

2. Business Sales and Management Cluster

   a. Promotion, direct contact sales
   b. Management and planning
   c. Retail sales and services

3. Business Operations Cluster

   a. Clerical and secretarial work
   b. Paying, receiving and bookkeeping
   c. Office machine operation
   d. Storage, dispatching and delivery

4. Technologies and Trades Cluster

   a. Human services crafts
   b. Repair, service home/office equipment
   c. Growing-caring for plants/animals
   d. Construction and maintenance
   e. Transport equipment operation
   f. Machine operation, service, repair
   g. Engineering, applied technologies

5. Natural, Social and Medical Sciences

   a. Natural science and mathematics
   b. Medicine and medical technologies
   c. Social sciences and legal services

6. Creative and Applied Arts Clusters

   a. Creative arts
   b. Applied arts (verbal)
   c. Applied arts (visual)
   d. Popular entertainment

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2011 - EXPLORATION OF JOB TYPES
USOE OCCUPATIONAL CLUSTERS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
20. By _____, the student will name at least one job from each of the U.S. Office of Education occupational clusters as measured by 75% accuracy on a teacher-made test.	20.1 Hold group discussions on the different USOE clusters, the characteristics and skill requirements of each.	20.1 List and description of USOE clusters. (See next page)
	20.2 Play matching games in which students match jobs to the appropriate occupational cluster.	20.2 Teacher-made or student-made games.

U. S. OFFICE OF EDUCATION OCCUPATIONAL CLUSTERS

1. Agri-Business and Natural Resources
2. Business and Office
3. Communications and Media
4. Construction
5. Consumer - Homemaking
6. Environment
7. Fine Arts and Humanities
8. Health
9. Manufacturing
10. Marine Science
11. Marketing and Distribution
12. Personal Service
13. Public Service
14. Recreation and Hospitality
15. Transportation

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2011 - EXPLORATION OF JOB TYPES

JOB CATEGORIES AND CLUSTERS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
21. By _____, the student will state at least _____ job categories or clusters as measured by the student's verbal or written statements (Categories: white collar, blue collar, skilled, unskilled) (Clusters: construction, manufacturing, business and office, etc.).	21.1 Students search through the want ads to find opportunities. Then follow-up with group discussions on job classifications.	21.1 Want ads Samples of Job Classification Systems (USOE Clusters, etc.)
	21.2 Field trip to Employment Development Department.	21.2 Field trip arrangements, preparation and follow-up.
	21.3 Career Day - Students plan which job categories they would like represented and plan other details of Career Day.	21.3 Community Resources.
	21.4 Bulletin board of major categories and representative jobs within each category.	21.4 Student-developed list of major categories and representative jobs.

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2011 - EXPLORATION OF JOB TYPES

INTERVIEWING COMMUNITY WORKERS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
22. By _____, the student will conduct _____ interviews with community workers as measured by a written, verbal, or taped summary of each interview.	22.1 Brainstorm with class the names and/or occupations of possible workers to interview.	22.1 Suggested community workers (could be district or school employees, relatives, friends, guest speakers, former students, etc.)
	22.2 Brainstorm with class possible interview questions. Have one student copy questions from board. Have questions typed up and passed out to students.	22.2 Possible Interview Questions (See next page).
	22.3 Have student decide on a community worker to interview, write out the interview questions, and carry out the actual interview. (Optional: Tape the interview).	22.3 Job Interview Questionnaire (See Following Pages)

POSSIBLE INTERVIEW QUESTIONS

1. What special skills are needed for your job?

2. What background of education or experience would help me to get a job like yours?

3. What special interests did you have that led you to seek this particular job?

4. What type of person would be most successful at this job?

5. What jobs did you have before you obtained this position?

6. Do you hope eventually to go into some other type of job? If so, what other field has this experience prepared you for?

7. Has your job or work changed greatly in the last few years? How do you think this job will be in the next five years?

JOB INTERVIEW QUESTIONNAIRE
Interview with a Worker

Name of occupation_____Place of employment_____

DUTIES AND RESPONSIBILITIES OF THIS OCCUPATION

1. What do you do on a typical day in your job?

2. Did you do anything yesterday that was different from the day before? Last week? Last month?

ADVANTAGES OF THIS TYPE OF OCCUPATION

3. Why did you take this job?

4. What part of this job do you like best?

CONTRIBUTION OF THIS OCCUPATION TO OTHERS

5. Who depends on your work?

EFFECT OF ENVIRONMENTAL CHANGES ON THIS TYPE OF WORK

6. What experiences and training on this job might prepare you fo another job should you ever want to change or need to change?

7. Are people with your kind of skills usually needed even when business may be bad?

8. What kinds of changes are taking place in this type of work?

9. Is your work at all seasonal? If so, when are you busiest? What do you do the rest of the year?

10. How many times did you change your mind about what you wanted to be before you went into this kind of work?

GEOGRAPHICAL AREA

11. Is this type of work limited to a geographical area? If so, please explain.

JOB INTERVIEW QUESTIONNAIRE
Page 2

QUALIFICATIONS NEEDED FOR THIS KIND OF WORK

12. Education:

13. Training:

14. Experience:

15. License:

16. Union membership:

17. Personality Characteristics:

18. Abilities:

CLASSES IN JUNIOR HIGH AND HIGH SCHOOL THAT HELP IN THIS OCCUPATION

19. What classes did you take in junior high and high school that help you now in this type of work?

LEISURE ACTIVITES:

20. How many hours a day do you have for leisure-time activities?

21. What are your leisure activities?

22. Did any of your leisure activities increase your ability to obtain this job or to help you to perform better on this job?

RECOMMENDATION TO YOUNG PEOPLE ENTERING THE JOB MARKET:

23. What advice would you give to a person planning to enter this type of work?

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2011 - EXPLORATION OF JOB TYPES

JOB ANALYSIS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
23. By _____, the student will complete a "job analysis report" on at least ____ jobs as measured by the completion of the student's written reports.	23.1 Brainstorm possible ways to find out information about jobs.	23.1 List of classroom and community resources.
	23.2 Introduce classroom materials to students and help students read and understand the materials.	23.2 Classroom materials such as "The Job Box", "Pacemaker Vocational Readers Series","Entering the World of Work", etc.
	23.3 Pass out and explain "Job Analysis Report" form (or some modification thereof). Have students complete the report on index cards and keep a file of all reports.	23.3 Job Analysis Report forms (See next page). Job Fact Sheet (See following page).
	23.4 Invite guest speakers or hold a panel discussion of workers discussing their jobs.	23.4 Guest speaker or panel discussion arrangements, preparation, and follow-up.

JOB ANALYSIS REPORT

Job Title _____

Job Description _____

_____

_____

Activities Involved:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Equipment:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Supplies:

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

Comments:

_____

_____

_____

_____

_____

JOB FACT SHEET

Job _____

JOB REQUIREMENTS:
Physical:

Appearance:

Speech:

Personality:

Equipment:

License:

Labor Union Membership:

Other Organizations:

JOB BENEFITS:
Vacations:

RETIREMENT:

Sick Leave:

Other:

JOB EARNINGS:
Starting pay:

Top pay:

When paid (weekly, monthly, etc.)

How paid (wages, commission, etc.)

HOW TO QUALIFY:
Education:

Experience:

Age:

Examination:

ADVANCEMENT:
Promotion possibilities:

Possibilities of transferring to other job fields:

SPECIAL QUALIFICATIONS:
Who is most likely to be hired for this position? That is, is there any discrimination because of sex, age, race, religion, etc.?

JOB OUTLOOK:
What are the job possibilities now?

What do they appear to be in the future?

REFERENCES USED: List title, author, publisher, date, and page:

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2011 - EXPLORATION OF JOB TYPES
EXPLORING SALARIES

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
24. By _____, the student will state: (A) At least _____ reasons why people are paid for working. (B) At least _____ reasons why some jobs pay better than others, and (C) Will state at least _____ ways an employee can be paid as measured by the student's verbal or written statements. (Possible answers: a. They are doing a service and meeting a need. b. More training required, high level of skill. c. Piece rate, hourly wage, monthly salary).	24.1 Group Discussions of Pay A. Which jobs are high paying and why? B. Which jobs are low paying and why? 24.2 Student investigation of salaries of different jobs in relation to training/ education needed. 24.3 Students compute salaries based on different ways employees can be paid (piece rate, hourly wage, monthly salary).	24.1 Discussion Questions 24.2 Reference materials 24.3 Microtower: "Payroll Computation" Teacher-developed computation problems

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2012 - EXPLORATION OF INTERESTS AND APTITUDES
LIKES AND DISLIKES

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
25. By _____, the student will identify at least _____ types of work he/she likes and at least _____ types he/she dislikes as measured by the student's verbal and/or written statements.	25.1 Have students classify jobs according to the categories of people, data, or things. Then hold class discussion on which category each student prefers and why.	25.1 List of jobs. (This activity can be turned into a matching game played with job cards or on the board.)
	25.2 Have students discuss environmental variables such as temperature, noise level, degree of danger, inside or outside, required clothing, etc. Then have each student choose a preferred work environment.	25.2 List of environmental variables.
	25.3 Have students select from a list of work activities or occupations those he/she likes and those he/she dislikes. (Students should complete this activity by themselves and then share their individual ideas in a small group.)	25.3 List of work activities or occupations.
	25.4 Class discussion where each student discusses his/her favorite work activity and the reasons why he/she likes the activity the most. (Set up this activity so that each student must discuss a different work activity and/or a different reason than stated by previous students.)	25.4 Discussion Questions

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2012 - EXPLORATION OF INTERESTS AND APTITUDES
JOB CLUSTER PREFERENCES

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
26. By _____, the student will select one or more clusters of jobs which he/she prefers as measured by the student's verbal and/or written statements.	26.1 Hold group discussions on the various job clusters. 26.2 Have students explore various job clusters through the following means: a) Evaluation Unit of the Career Assessment and Placement Center b) Work Training Stations c) Project Discovery Packages d) Job Observations e) Field Trips	26.1 Lists of various job clusters. 26.2 Appropriate arrangements for any of the exploration methods.

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2012 - EXPLORATION OF INTERESTS AND APTITUDES

EXPLORING JOB CLUSTERS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
27. By _____, the student will state at least _____ skills and/or characteristics required by the cluster(s) of jobs he/she prefers as measured by the student's verbal and/or written statements.	27.1 Have students "research" the requirements of the cluster(s) they prefer and make oral presentations to the entire class.	27.1 Reference Materials (Job Box, Pacemaker Vocational Readers, etc.)
	27.2 Pass out a checklist of skills and characteristics required for various clusters. Have students check off those skills and characteristics they feel they possess. Hold group discussions based on individual results of the checklist. Discuss how to gain specific skills and characteristics.	27.2 Checklist of skills and characteristics
	27.3 Have students develop a list of skills and characteristics they possess. Have students volunteer to present their profiles to the entire class. Discuss which jobs or clusters closely match each profile.	27.3 Checklist of skills and characteristics (optional)

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2012 - EXPLORATION OF INTERESTS AND APTITUDES

WORK TRAINING STATION

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
28. By _____, the student will choose a work training station to explore as measured by the student's verbal or written statements.	28.1 Invite the Career Counselor and/or Career Educator to speak with class about possible work training stations.	28.1 Career Counselor Career Educator
	28.2 Hold group discussions where students who have been on work training stations explain their duties and their feelings to other class members. Have students think up new work training stations.	28.2 List of existing Work Training Stations (see next page)

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

Career Assessment and Placement Center

ON-CAMPUS WORK TRAINING STATIONS

1. Custodial Aide
2. Locker Room Aide
3. Library Aide
4. Audio-Visual Office Aide
5. Home Economics Class Aide
6. Machine Shop Tool Crib Attendant
7. Auto Shop Aide
8. Wood Shop Aide
9. Photography Lab Aide
10. TMR Class Aide (Calhi)
11. Other Classroom Aides
12. Curriculum Office Aide
13. Attendance Office Aide
14. Guidance Office Aide
15. Business and Activities Office Aide
16. Special Ed Office Aide (Calhi)
17. Other Office Aides
18. Snack Shack Worker
19. Cafeteria Worker

DISTRICT WORK TRAINING STATIONS

1. District Central Kitchen Worker
2. District Transportation Worker
3. District Laundry Worker
4. Teen Mother Program Nursery Aide
5. ALRC Aide
6. DCH Aide (Development Center for the Handicapped)

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILLS TRAINING

ON THE JOB SAFETY

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
29. By _____, the student will state at least _____ potential safety hazards on the job (e.g., slippery floors, cluttered stairways, toxic chemicals, moving machinery) and will state at least _____ on the job safety rules as measured by the student's verbal and/or written reports and the student's demonstration of these rules ___% of the time.	29.1 Hold a panel discussion made up of parents, firemen, policemen, district employees, vocational education teachers, and other community workers. Have each panel member describe a safety hazard specific to his/her occupation, and how to deal with it. Then have the class enter into a discussion on safety precautions and rules.	29.1 Arrangement of panel discussion details, preparation, and follow-up activities.
	29.2 Have students role-play situations where safety rules are not followed and where one of the students plays the role of a safety specialist.	29.2 Role-play situations
	29.3 Take a field trip to a local business where safety is stressed. Allow time for students to ask questions about safety.	29.3 Arrangement of field trip details, preparation, and follow-up activities.

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILLS TRAINING

INDUSTRIAL ARTS CLASS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
30. By _____, the student will complete a vocational education or an industrial arts class at the high school or the Central Campus as measured by receiving a "C" or higher as the student's final grade.	30.1 Keep in close contact with the regular teacher, finding out what assignments the student needs help with. Set up a specific time every day to help the student complete the assignments, and to provide any necessary counseling.	30.1 Close communication with regular teacher.

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILLS TRAINING

ROP COURSE

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
31. By _____, the student will complete the ROP course _____ _____, as measured by the student's receiving an ROP Certificate of Completion.	31.1 Have the Career Counselor, Career Educator, or the SDC or RSP teacher keep in close contact with the ROP instructor, explaining the student's strengths and weaknesses and finding out what assignments the student needs help with. Set up a specific time every day to help the student complete the assignments and to provide any necessary counseling.	31.1 Close communication with ROP instructor.

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILLS TRAINING

WORK TRAINING STATION

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
32. By _____, the student will improve his/her overall job performance on his/her work training station as measured by receiving at least _____ out of nine "excellent" ratings on the Student Worker Evaluation form.	32.1 Have the student's work supervisor complete the Student Worker Evaluation form every two weeks. Explain the goal to the student every two weeks when the evaluation is explained to him/her.	32.1 Student Worker Evaluation form (See Next Page)
	32.2 Chart the number of "excellent" ratings the student receives on the evaluation form every two weeks. Positively reinforce the student when the number of "excellent" ratings increases.	32.2 Student Worker Evaluation form, student-made or teacher-made chart, positive reinforcers

WHITTIER UNION HIGH SCHOOL DISTRICT
Career Education for Special Education

Student Worker Evaluation

Pay Period _____ Name _____ Grade _____ Date _____

Location _____ Position _____ Supervisor _____

Evaluations should be made on a realistic basis. Students are in a training process and there is room for growth and improvement. Few students will be performing at an excellent level to start.

CRITERIA	Excellent	Good	Fair	Poor	Failing	COMMENTS
PUNCTUALITY - being on time	0 Tardies	1 Tardy	2 Tardies	3 Tardies	4 or more Tardies	
ATTENDANCE	0 Absences	1 Absence	2 Absences	3 Absences	4 or more Absences	
ATTITUDE - positive toward fellow workers and toward work						
FOLLOWS INSTRUCTIONS - does work as told						
RETAINS INSTRUCTIONS - remembers from day to day						
WORKS INDEPENDENTLY - does not need continuing supervision						
INITIATIVE - self starter; works ahead without further direction						
QUALITY OF WORK - accurate and well done						
SPEED AND PRODUCTIVITY - compared to competent, full-time worker						

Attendance Record - for ten working days	Monday	Tuesday	Wednesday	Thursday	Friday

Additional comments: _____

_____

_____

_____ Signature of Supervisor

_____ Signature of Student

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILLS TRAINING

WORK TRAINING STATION (PUNCTUALITY)

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
33. By _____, the student will be on time to his/her work training station as measured by at least ____% punctuality.	33.1 Have the student chart his/her own punctuality for his/her work training station. Provide positive reinforcements for weeks of perfect punctuality.	33.1 Student-made or teacher-made punctuality chart, positive reinforcers
	33.2 Have the student's work supervisor complete the Student Worker Evaluation form every two weeks. Explain the report to the student emphasizing particularly the noted punctuality. If necessary, use tangible positive reinforcers for perfect punctuality.	33.2 Student Worker Evaluation form Positive reinforcers

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILLS TRAINING

WORK TRAINING STATION (ATTENDANCE)

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
34. By _____, the student will attend his/her work training station as measured by at least ____% attendance.	34.1 Have student chart his/her own attendance for his/her work training station. Provide positive reinforcements for weeks of perfect attendance.	34.1 Student-made or teacher-made attendance chart, positive reinforcers.
	34.2 Have the student's work supervisor complete the Student Worker Evaluation form every two weeks. Explain the report to the student emphasizing particularly the noted attendance. If necessary, use tangible positive reinforcers for perfect attendance.	34.2 Student Worker Evaluation form Positive reinforcers

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILLS TRAINING

FOLLOWING DIRECTIONS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
35. By _____, the student will follow directions and complete assigned tasks ____% of the time as measured by teacher and/or work supervisor reports indicated in chart form.	35.1 Play games or role-play situations where a series of verbal instructions are given and the student must follow them to complete a task.	35.1 Game ideas, role-play situations
	35.2 Have students follow a set of written directions to put together a model, sew a piece of clothing, hook a rug, make a leather wallet, bake a cake, etc.	35.2 Written directions and necessary materials for projects.
	35.3 Ask the student's work supervisor and the student to keep a record of directions followed and not followed and of complete and incomplete tasks. Have the student keep a chart. Provide positive reinforcement for motivation.	35.3 A cooperative and patient work supervisor, positive reinforcers.

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2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILL TRAINING

"ON TASK" BEHAVIOR

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
36. By _____, the student will work (at an assigned task) for _____ minutes without stopping for _____ out of 5 days as measured by daily timed measures taken by teacher, aide, or work supervisor.	36.1 Place students on work training stations on school campus, at the district center or in the community. Use behavior modification charts whereby the student is rewarded for increasing the amount of time spent at the particular task.	36.1 Create and carry out the behavior modification with the help of any of the following: Your aide; an aide, Work Adjustment Specialist, Counselor or Career Educator from the Career Assessment and Placement Center.

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILLS TRAINING

WORKING WITH OTHERS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
37. By _____, the student will complete work tasks cooperatively with several peers _____% of the time as measured by teacher and/or work supervisor reports indicated in chart form.	37.1 Assign three or four students to work together to solve a problem or to complete a complex task which requires teamwork. (e.g., carry large furniture through a small door, complete a crossword puzzle, repair a bicycle, small engine, or small appliance, etc.)	37.1 Teamwork assignments and problem situations.
	37.2 If the student works with other students, ask the work supervisor and the student to keep a record of the tasks completed cooperatively and those not completed. Have the student record the information on a chart. Provide positive reinforcement for motivation.	37.2 A cooperative, patient, and understanding work supervisor, positive reinforcers.

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILLS TRAINING

JOB PROBLEMS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
38. By _____, the student will state at least _____ potential job problems and will state at least _____ resources for job-related assistance (after graduation) as measured by the student's verbal and/or written statements. (e.g., Department of Rehabilitation, Regional Center, EDD, Employment Agencies)	38.1 Invite guest speakers (parents, employees, employers, Rehab. counselor, etc.) to discuss frequent job problems and how to contact available resources to get help when needed.	38.1 Arrangements for guest speaker details, preparation, and follow-up activities.
	38.2 Hold group discussions where students discuss job problems they have experienced or are aware of and how to solve or minimize such problems.	38.2 Discussion Questions
	38.3 Have students role-play job problem situations which must be solved.	38.3 Role-play situations

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILLS TRAINING

TRAINING OPTIONS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
39. By _____, the student will explore at least _____ training alternatives for an occupational cluster(s) of his/her choice as measured by the student's verbal or written reports. (The report could be a tape of an interview, an oral summary, or a written summary.)	39.1 Have students develop interview questions and then interview workers to determine how they were trained for their occupations. 39.2 Invite vocational counselor to speak to class about training options. Have students ask questions regarding training for their specific occupational interests. 39.3 Have students write letters or telephone local skill training programs requesting information from them.	39.1 Community Workers (Could be parents, former students, classroom guests, school or district workers, etc.) 39.2 District Vocational Counselor for Special Education. 39.3 List of names and addresses of local skill training programs. (San Gabriel Valley Training Center, Valley Vocational Center, ROP, etc.)

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2014 - APPLYING FOR A JOB

"PERSONAL DATA CARD"

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
40. By _____, the student will complete a "Personal Data Card" and retain it for future use in filling out job applications as measured by the student's presentation of the card upon request.	40.1 Permit students to receive help from parents, friends, teachers, etc., in correctly completing the "Personal Data Card."	40.1 "Personal Data Card" (see next page)
	40.2 If possible, have students type their "Personal Data Card" for longer durability. Encourage students to keep their cards in their wallets at all times.	40.2 Typewriter, "Personal Data Card"

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PERSONAL DATA CARD

PERSONAL DATA CARD

NAME _____ _____ _____
FIRST MIDDLE LAST

ADDRESS _____
STREET # CITY STATE ZIP

TELEPHONE _____ DRIVERS LICENSE # _____

SOCIAL SECURITY NUMBER _____

BIRTHPLACE _____

BIRTHDATE ____/____/____ HEIGHT _____ WEIGHT _____
MONTH DAY YEAR

MOTHER'S MAIDEN NAME _____

FATHER'S PLACE OF EMPLOYMENT _____

ADDRESS OF FATHER _____
STREET # CITY STATE ZIP

MOTHER'S PLACE OF EMPLOYMENT _____

ADDRESS OF MOTHER _____
STREET # CITY STATE ZIP

COMPANY NAME
OF FORMER EMPLOYER _____ _____ _____
STREET CITY STATE

SUPERVISOR _____

COMPANY NAME
OF FORMER EMPLOYER _____ _____
STREET CITY STATE

SUPERVISOR _____

REFERENCES: 1. _____ _____
NAME OCCUPATION

_____
STREET # CITY STATE PHONE #

2. _____ _____
NAME OCCUPATION

_____
STREET # CITY STATE PHONE #

3. _____ _____
NAME OCCUPATION

_____
STREET # CITY STATE PHONE #

JOB RELATED
HIGH SCHOOL SUBJECTS _____

_____

_____

_____

HIGH SCHOOLS
ATTENDED

NAME _____

CITY _____

NAME _____

CITY _____

GRADE SCHOOLS
ATTENDED

NAME _____

CITY _____

NAME _____

CITY _____

NAME _____

CITY _____

ARE YOU TAKING MEDICATION _____

WHAT _____ _____ _____

MAJOR DISEASES _____ _____

MAJOR ACCIDENTS _____ _____

PERSON TO CONTACT IN CASE OF EMERGENCY:

NAME _____

ADDRESS _____

PHONE _____ OR _____

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2014 - APPLYING FOR A JOB

COMPLETING JOB APPLICATIONS

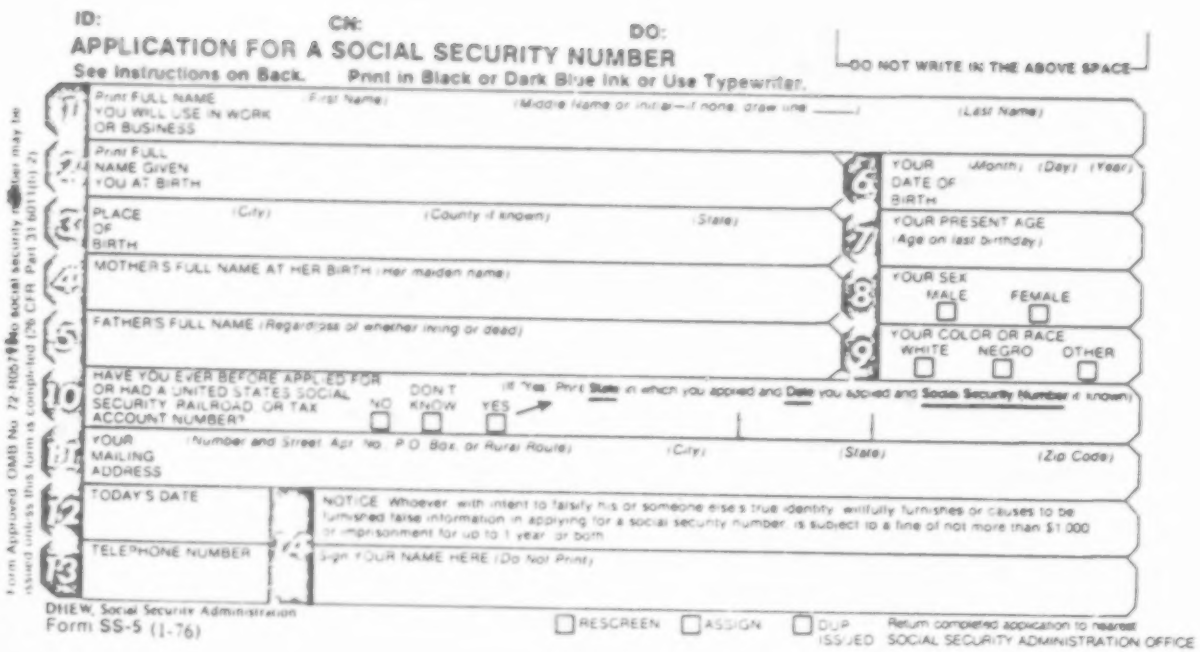
OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
41. By _____, the student will complete a job application correctly as measured by ____% accuracy.	41.1 Have students practice filling out job applications from various businesses, using their completed Personal Data Card if necessary. Intersperse this activity at regular intervals. Encourage students to attempt to complete the application as much as possible without using the "Personal Data Card".	41.1 "My Job Application File" Janus Book Publishers "Personal Data Card" "Application Skills" Checklist (See Next Page) "Application for a Social Security Number" (See Following Page)

APPLICATION SKILLS

NAME _____

	Skill	Needs Help	Learned
1.	Date		
2.	Name - First, Middle, Last		
3.	Address		
4.	City		
5.	State		
6.	Phone Number		
7.	Social Security Number		
8.	Previously Employed by Company?		
9.	Sex		
10.	Age		
11.	Height		
12.	Weight		
13.	Date of Birth		
14.	Place of Birth		
15.	Marital Status		
16.	Citizenship		
17.	Father's Name		
18.	Mother's Name		
19.	Elementary School		
20.	Junior High School		
21.	Senior High School		
22.	Vocational School		
23.	Years or Grades Attended Schools		
24.	Previous Work Experience - Company		
25.	Previous Work Experience - Address		
26.	Previous Work Experience - Kind of Work		
27.	References - Names		
28.	References - Addresses		
29.	References - Occupations		
30.	Applicant's Signature		

APPLICATION FOR A SOCIAL SECURITY NUMBER



ID: CN: DO:

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or initial—if none, draw one ——) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes," Print State in which you applied and Date you applied and Social Security Number if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

14 Sign YOUR NAME HERE (Do Not Print)

Form Approved OMB No. 72-R0679 No social security number may be issued unless this form is completed (20 CFR Part 31.601(b)(2))

DHEW, Social Security Administration
Form SS-5 (1-76)

☐ RESCREEN ☐ ASSIGN ☐ DUP. ISSUED

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

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2010 - VOCATIONAL AND CAREER DEVELOPMENT

2014 - APPLYING FOR A JOB

SOURCES OF "JOB FINDING" INFORMATION

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
42. By _____, the student will have utilized at least _____ sources of "job finding" information as measured by teacher-made charts. (Want ads, EDD*, private employment office, vocational counselor, rehabilitation counselor, etc.).	42.1 Use the want ads to find job opportunities for which each student qualifies.	42.1 Want ads
	42.2 Field trips to EDD* and private employment offices.	42.2 Field trip arrangements, preparation and follow-up.
	42.3 Invite the vocational counselor and/or the Department of Rehabilitation counselor to the class.	42.3 Vocational counselor, Department of Rehabilitation counselor.
	42.4 Have student write their own help wanted ads using appropriate abbreviations.	42.4 List of want ad abbreviations and their meanings (See Microtower: "Want Ads Comprehension").

*Employment Development Department

APPT	Appointment
ASST	Assistant
AVAIL	Available
AVE	Avenue
BNFTS	Benefits
BKKPR	Bookkeeper
CLK	Clerk
CO	Company
CORP	Corporation
DEPT	Department
E	East
EXCEL	Excellent
EXP; EXPER; EXPD	Experience; experienced
EXPRT	Expert
EXT; X	Extension
FIG; FIGS	Figures
FL	Floor
F/PD	Fee Paid
HR	Hour
IMMED	Immediately; immediate
INDIV	Individual
KNOWL	Knowledge
M/F	Male or female
MIN	Minimum
MOS.	Months
NEC	Necessary
N.; NO	North
OPPTY	Opportunity
REQ; REQD; REQ'D	Required
RN	Registered Nurse
SAL	Salary
SECY	Secretary
S.; SO	South
STENO	Stenography; shorthand
ST	Street
WK	Week
W	West
W/	With
WPM	Words per minute
Wo	Without
YRS	Years

MICRO TOWER © 1975 1977 ICD Rehabilitation and Research Center

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2015 - INTERVIEWING TECHNIQUES

MOCK INTERVIEW (AUDIO OR VIDEO TAPE)

MATERIALS:

1. Questions a Personnel Manager Might Ask An Applicant (See Next Page).
2. Desk or table setting.
3. Cassette player or TV camera, recorder, and monitor.
4. "Rating the Applicant" Definitions (See Following Page).
5. "Interview Rating Form" (See Following Page).
6. Secretary set-up where students check in.

METHOD:

1. Have three or four students check in with the secretary and have a seat.
2. Have students fill out application while waiting.
   Students may use their Student Data Card to help them fill out the application.
3. Teacher, professional interviewer, or another student calls students in one at a time.

CRITIQUE:

1. Students rate each interviewee using the "Interview Rating Form".
2. Initially, the teacher discusses positive and negative reactions privately with the students involved in mock interview.
3. Later, when students are more comfortable with the critique, a small group of students discuss positive and negative reactions with the students involved in mock interview.
4. Finally, the entire class joins in to discuss positive and negative reactions. The audio tape or video tape can be played back for further discussion.
5. Teacher and class give suggestions for improving interview techniques.

QUESTIONS A PERSONNEL MANAGER MIGHT ASK AN APPLICANT

About Yourself:

Tell me something about yourself.

What are your best subjects in school?

How old are you?

What is your Social Security Number?

About Your Skills:

What skills do you have?

Do you type? How fast?

Can you operate a cash register?

About Your Past Jobs:

Where have you worked before?

How did you do on these jobs?

How was your attendance on your last job?

How long were you there?

What tasks did you do there?

How did you get along with fellow workers and with your boss?

Others:

Name three references and tell their occupations.

How is your health?

How will you get to and from work?

Why do you think you should be hired?

Do you have any questions?

RATING THE APPLICANT

Grooming - Does the applicant look neat and clean?

Clothes - Are the applicant's clothes suitable for the interview?

Posture - Does the applicant stand and sit straight, without slouching?

Manners - Is the applicant polite?

Language - Is the applicant's way of speaking suitable for the interview?

Eye and Body Control - Does the applicant sit still and look straight at the interviewer during most of the interview?

Attitude - Does the applicant seem to think well of himself or herself, without being a bragger?

Personality - Is the applicant cheerful and friendly?

Interview Skills - Does the applicant listen carefully and answer all questions fully? Does he or she ask important questions?

Motivation - Does the applicant seem to really want the job?

Preparation - Did the applicant prepare well for the interview?

Qualifications - Does the applicant seem to have the skills, training, and background needed for the job?

Potential - If hired, do you think this person would do well on the job?

RATING THE APPLICANT

1. Write in the number of points you think the applicant deserves for each item on the rating form.

2. Add up the numbers to get an overall rating.

3. Check the word or words that best describe the applicant's chances for getting the job.

4. The list below shows the questions you should ask yourself as you rate each applicant.

.Grooming - Does the applicant look neat and clean?
.Clothes - Are the applicant's clothes suitable for the interview?
.Posture - Does the applicant stand and sit straight without slouching?
.Manners - Is the applicant polite?
.Language - Is the applicant's way of speaking suitable for the interview?
.Eye and Body Control - Does the applicant sit still and look straight at the interviewer during most of the interview?
.Attitude - Does the applicant seem to think well of himself, without being a bragger?
.Personality - Is the applicant cheerful and friendly?
.Interviewer Skills - Does the applicant listen carefully and answer all questions fully? Does he or she ask important questions?
.Motivation - Does the applicant seem to really want the job?
.Preparation - Did the applicant prepare well for the interview?
.Qualifications - Does the applicant seem to have the skills, training, and background needed for the job?
.Potential - If hired, do you think this person would do well on the job?

INTERVIEW RATING FORM

Scoring: Very Good = 15
Good = 10
Fair = 5
Poor = 0

ITEM	SCORE	SCALE
Grooming		181-195 Very Good
Clothes		
Posture		131-180 Good
Manners		
Language		
Eye and Body Control		66-130 Fair
Attitude		
Personality		
Interview Sk.		
Motivation		0-65 Poor
Preparation		
Qualificat.		
Potential		
TOTAL		

INTERVIEW RATING FORM

Scoring: Very Good = 15, Good = 10, Fair = 5, Poor = 0

ITEM	SCORE	SCALE
Grooming		181-195
Clothes		VERY GOOD
Posture		131-180
Manners		GOOD
Language		
Eye and Body Control		66-130
Attitude		FAIR
Personality		
Interview Skills		
Motivation		0-65
Preparation		POOR
Qualifications		
Potential		
TOTAL		

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2015 - INTERVIEWING TECHNIQUES

RULES FOR INTERVIEWING

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
43. By _____, the student will participate in a mock interview as measured by performing _____ out of the eight following rules: 1. Arrive on time. 2. Greet the interviewer with a smile. 3. Shake hands with a firm grip. 4. Call the interviewer by name. 5. Relax. 6. Be a good listener. 7. Let the interviewer end the interview. 8. Leave additional personal data with the interviewer.	43.1 Role-play interviews. Have the students critique the interviews, giving both positive and negative factors. Optional: Tape role-played interviews with cassette recorder or videotape recorder. Play back tapes and have students critique them, giving both positive and negative factors.	43.1 Role-play situations (See Next Pages) Optional: Cassette recorder and cassette tapes or video tape equipment and tapes.
	43.2 Invite a personnel manager to speak with the class about positive and negative factors in interviews. Have the personnel manager role-play interviews with students and help students to critique the interviews.	43.2 Community speaker - personnel manager
	43.3 Hold group discussions centered around interview case problems.	43.3 Teacher-made and student-made case problems.

ROLE PLAYING AN INTERVIEW

SITUATION #1 - You are 16 years old. The only job you have ever had was working in your high school cafeteria. You did an above average job working there. You heard that Arby's was looking to hire someone.

ROLE PLAY

(1) The interviewer asks a lot of hard questions about why you are qualified for the job.

(2) The interviewee (you) must make the interviewer believe that you are the one who could do the best job. You must tell him all your good points.

THEN SWITCH ROLES

ROLE PLAYING AN INTERVIEW

SITUATION #2

You are 16 years old. You have had one job doing clean-up work in a store. You read in the want ads that a convalescent hospital is looking for a male or female worker for their housekeeping department. You go to the convalescent hospital to find out more about the job.

ROLE PLAY

(1) The personnel manager asks you many questions about your past experience, your work habits, and your abilities.

(2) The interviewee (YOU) must answer the personnel manager's questions so that you will get the job.

THEN SWITCH ROLES

SITUATION #3

You are 15 years old. You enjoy mowing lawns and doing gardening work. You haven't had a job before, but you decide that you need to earn some money to pay for a ten-speed bicycle. You know the local gardener in your neighborhood. You approach him to see if he would consider hiring you.

ROLE PLAY

(1) The gardener asks all kinds of questions about your gardening abilities and your general work habits.

(2) You must answer the gardener's questions so that he will ask you to work for him.

THEN SWITCH ROLES

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2015 - INTERVIEWING TECHNIQUES
GROOMING FOR INTERVIEWS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
44. By _____, the student will state at least _____ "do's and don'ts" of grooming and personal appearance for job interviews as measured by the student's verbal and/or written statements and by the student's practical application of these "do's and don'ts _____% of the time.	44.1 Hold group discussions in which the teacher shows the class pictures of interviewees and the class critiques the personal appearance of the interviewees.	44 .1 Pictures of interviewees (See pictures in Janus Job Interview Guide.)
	44.2 Have students work in small groups to perform the activities in the Project Discovery packages "Skin and Nail Care" and "Hair Care and Styling."	44 .2 Project Discovery packages "Skin and Nail Care" "Hair Care and Styling"
	44.3 Take field trip to a school of cosmetology which is willing to demonstrate skin, nail, and hair care.	44 .3 Field trip arrangements, preparation and follow-up
	44.4 Invite a guest speaker to discuss and/or demonstrate proper grooming.	44 .4 Community Workers (could be a representative of companies such as Avon, etc.)
	44.5 Have students keep a daily record of their grooming activities.	44 .5 Record Sheet (See next page)
	44.6 Hold group discussions on appropriate clothes to wear for different types of job interviews. (For example, construction work jobs versus receptionist jobs.)	44 .6 Discussion Questions Pictures of different types of clothes (i.e., jeans, t-shirts, blouses, slacks, dresses, skirts, suits.)

Key

"RATE-YOURSELF GROOMING"

NAME _____

32-24 pts. - Good Grooming
23-17 pts. - Should improve grooming habits
17- 0 pts. - Need to practice better grooming

Place a check before the choice that best suits your appearance today. Add up the points and see how you rate. (See Key)

_____ = HAIR

_____ brushed, shiny & clean (4 pts.)
_____ neat & brushed (3 pts.)
_____ could use a washing (2 pts.)
_____ could use a wash & trim (1 pt.)

_____ = FACE

_____ clean, clear & oil free (5 pts.)
_____ natural-looking (4 pts.)
_____ sticky & has a "shine" (3 pts.)
_____ beard stubble (2 pts.)
_____ too much made-up (1 pt.)

_____ = TEETH

_____ Clean, brushed daily (5 pts.)
_____ fresh breath (4 pts.)
_____ brushed (3 pts.)
_____ forgot to brush today (2 pts.)
_____ bad breath (1 pt.)

_____ = HANDS

_____ clean, manicured & moisturized (4 pts.)
_____ nails trimmed (3 pts.)
_____ dirty under nails (2 pts.)
_____ nails chewed off (1 pt.)

_____ = POSTURE

_____ stand straight, shoulders back (3 pts.)
_____ comfortable but not too straight (2 pts.)
_____ stoop or slouch (1 pt.)

_____ = CLOTHES

_____ correct for work, clean & pressed (4 pts.)
_____ clean and fit well (3 pts.)
_____ not correct for work (2 pts.)
_____ dirty or scuffed (1 pt.)

_____ = BODY

_____ showered, fresh smelling (4 pts.)
_____ used deodorant, underarms dry (3 pts.)
_____ sticky, could use shower (2 pts.)
_____ visible dirt or body odor (1 pt.)

_____ TOTAL POINTS

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2015 - INTERVIEWING TECHNIQUES

USING THE TELEPHONE TO SET UP INTERVIEWS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
45.1 By _____, the student will set up a mock interview by phone as measured by performing at least _____ out of the nine following steps: 1. Student identifies himself/herself. 2. Student states nature of call. 3. Student asks for an interview. 4. Student asks the name of the interviewer. 5. Student repeats the name of the interviewer. 6. Student asks the date of the interview. 7. Student repeats the date of the interview. 8. Student asks the time of the interview. 9. Student repeats the time of the interview. 10. Student asks the address of the employer. 11. Student repeats the address of the employer. 12. Student asks the directions from his/her house to the employer. 13. Student repeats the directions from his/her house to the employer. 14. Student thanks the person on the telephone.	45.1 Students look in the want ads to find a job opening they are interested in. Then, students role-play a telephone conversation to set up an interview. The conversation can be taped and played back for the class to critique.	45.1 Want ads GTE phone system (optional) Cassette recorder and tape (optional)

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2015 - INTERVIEWING TECHNIQUES

ANSWERING INTERVIEW QUESTIONS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
46. By _____, the student will state an answer to _____ out of ____ questions frequently asked during job interviews as measured by the student's verbal responses to the questions.	46.1 Role-play interviews. Have the students critique the interviews, giving both positive and negative factors. Optional: Tape role-played interviews with cassette recorder or videotape recorder. Play back tapes and have students critique them, giving both positive and negative factors.	46.1 Role-play situations "Why People Fail Interviews" "Questions Frequently Asked During the Employment Interview" (See Next Pages) Optional: Cassette recorder and cassette tapes or video tape equipment and tapes.
	46.2 Invite a personnel manager to speak with the class about positive and negative factors in interviews. Have the personnel manager role-play interviews with students and help students to critique the interviews.	46.2 Community speaker - personnel manager
	46.3 Hold group discussions centered around interview case problems.	46.3 Teacher-made and student-made case problems.

WHY PEOPLE FAIL INTERVIEWS

Negative Factors Evaluated During the Employment Interview and which Frequently Lead to Rejection of the Application.

1. Poor personal appearance
2. Overbearing--overaggressive--conceited superiority complex--knowing-it-all
3. Inability to express himself clearly--poor voice, diction, grammar
4. Lack of planning for career-no purpose and goals
5. Lack of interest and enthusiasm--passive, indifferent
6. Lack of confidence and poise--nervousness--ill-at-ease
7. Failure to participate in activities
8. Overemphasis on money--interest only in best dollar offer
9. Poor scholastic record--just got by
10. Unwilling to start at the bottom--expects too much too soon
11. Makes excuses--evasiveness-hedges on unfavorable factors in records
12. Lack of "tact"
13. Lack of maturity
14. Lack of courtesy--ill mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Fails to look interviewer in the eye
20. Limp, fish hand-shake
21. Indecision
22. Loafs during vacations--lakeside pleasures
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around
27. Wants job only for short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decisions for him
31. No interest in company or in industry
32. Emphasis on whom he knows
33. Unwillingness to go where we send him
34. Cynical
35. Low moral standards
36. Lazy
37. Intolerant--strong prejudices
38. Narrow interests
39. Spends much time in movies
40. Poor handling of personal finances
41. No interest in community activities
42. Inability to take criticism
43. Lack of appreciation of the value of experience
44. Radical ideas
45. Late to interview without good reason
46. Never hear of company
47. Failure to express appreciation for interviewer's time
48. Asks no questions about the job
49. High pressure type
50. Indefinite response to questions

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What course did you like best? Least? Why?
8. Why did you choose your particular field of work? Likes or dislikes?
9. How did you spend your vacations while in school?
10. What do you know about our company? Know its moneymaking prospect, business reports.
11. Do you feel that you have received a good general training?
12. What qualifications do you have that make you feel that you will be successful in your field?
13. What extracurricular offices have you held?
14. What are ideas on salary?
15. How do you feel about your family?
16. How interested are you in sports?
17. Can you forget your education and start from scratch?
18. Do you prefer any specific geographic locations? Why?
19. Do you have a girlfriend? Is it serious?
20. How much money do you hope to earn at age 30? 35?
21. How did you decide to go to this particular school?
22. How did you rank in your graduating class in high school?
23. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
24. What do you think determines a man's progress in a good company?
25. What personal characteristics are necessary for success in your chosen field?
26. Why do you think you would like this particular type of job?
27. What is your father's occupation?
28. Tell me about your home life during the time you were growing up?
29. Are you looking for a permanent or temporary job?
30. Do you prefer working with others or by yourself?
31. Who are your best friends?
32. What kind of boss do you prefer?
33. Are you primarily interested in making money or do you feel that service to your fellow man is a satisfactory accomplishment?
34. Can you take instructions without feeling upset?
35. Tell me a story! (Sand Pebble)
36. Do you live with your parents? Which of your parents has had the most profound influence on you?
37. How did previous employers treat you?
38. What have you learned from some of the jobs you have held?
39. Can you get recommendations from previous employers?
40. What interests you about or product or service?

Questions Frequently Asked During the Employment Interview
Page 2

41. What was your record in military service?
42. Do you feel you have done the best scholastic work of which you are capable?
43. What do you know about opportunities in the field in which you are trained?
44. How long do you expect to work?
45. Have you ever had any difficulty getting along with fellow students and faculty?
46. What is the source of your spending money?
47. Have you saved any money?
48. Do you have any debts?
49. How old were you when you became self-supporting?
50. Do you attend church?
51. Do you like routine work?
52. Do you like regular hours?
53. What size city do you prefer?
54. When did you first contribute to family income?
55. What is your major weakness?
56. Define cooperation!
57. Will you fight to get ahead?
58. Do you demand attention?
59. Do you have an analytical mind?
60. Are you eager to please?
61. What do you do to keep in good physical condition?
62. How do you usually spend Sunday?
63. Have you had any serious illness or injury?
64. Are you willing to go where the company sends you?
65. What job in our company would you choose if you were entirely free to do so.
66. Is it an effort for you to be tolerant of persons with a background and interests different from your own?
67. What types of books have you read?
68. What types of people seem to "rub you the wrong way"?
69. Do you enjoy sports as a participant? As an observer?
70. What jobs have you enjoyed the most? The least? Why?
71. What are your own special abilities?
72. What job in our company do you wnat to work toward?
73. Would you prefer a large or small company? Why?
74. What is your idea of how industry operates today?
75. Do you like to travel?
76. How about overtime work?
77. What kind of work interests you?
78. What are the disadvantages of your chosen field?
79. Do you think that grades should be considered by employers? Why or why not?
80. Are you interested in research?
81. If married, how often do you entertain at home?
82. To what extent do you use liquor?
83. What have you done which shows initiative and willingness to work?

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
47. By _____, the student will state an answer to _____ out of _____ questions frequently asked during job interviews as measured by the student's verbal responses to the questions.	47.1 Role-play interviews. Invite a personnel manager or a community representative to interview students. Have the students critique the interviews, giving both positive and negative factors. Optional: Tape or videotape the role-plays	47.1 "Questions Frequently Asked During the Employment Interview" (83 Questions) Community personnel manager or representative Optional: Recorder and cassette tapes or videotape and equipment and tapes.

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2015 - INTERVIEWING TECHNIQUES

WRITING A FOLLOW-UP LETTER

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
48. By _____, the student will write a follow-up letter thanking an interviewer for his/her time and reminding him/her of the student's interest in the job as measured by the written letter including all six parts of a business letter.	48.1 Students read sample follow-up letters and identify the major parts of a business letter: a) Return address b) Inside address c) Greeting d) Body e) Closing f) Signature	48.1 Sample follow-up letters. Business Letter Outline (See Next Page)
	48.2 Students practice writing follow-up letters. Students rewrite letters until all six parts are complete and correct.	48.2 Sample situations which give the basic information needed to write follow-up letters.

BUSINESS LETTER

Return Address

_____

_____

_____

Date

_____

Inside Address

_____

_____

_____

Salutation

_____

Body _____

_____

_____

_____

_____.

_____

_____

_____

_____

_____.

Close _____,

Signature _____

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2015 - INTERVIEWING TECHNIQUES
WHO GETS THE JOB AND WHY?

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
49. By _____, the student will state at least _____ reasons why an interviewee might be rejected for a job after an interview as measured by the student's verbal and/or written statements.	49.1 Role-play interviews. Have the students critique the interviews, giving both positive and negative factors. Optional: Tape role-played interviews with cassette recorder or videotape recorder. Play back tapes and have students critique them, giving both positive and negative factors.	49.1 Role play situations - "Why People Fail Interviews" (50 negative factors) Optional: Cassette recorder and cassette tapes or videotape equipment and tapes.
	49.2 Invite a personnel manager to speak with the class about positive and negative factors in interviews. Have the personnel manager role-play interviews with students and help students to critique the interviews.	49.2 Community speaker - personnel manager
	49.3 Hold group discussions centered around interview case problems.	49.3 Teacher-made and student-made case problems

3010 - SELF-HELP SKILLS

3013 - GROOMING

LOOKING GOOD

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
50. By _____, the student will shower, use deodorant, brush teeth and hair, and wear clean clothes daily as measured by 90% success as indicated on a chart.	50.1 Invite a guest speaker (nurse, dental hygienist, cosmetologist, model, etc.) to give demonstrations, show films and discuss grooming procedures.	50.1 Arrangements for guest speaker, preparation and follow-up activities.
	50.2 Have students make collages of properly groomed and improperly groomed people. Discuss the positive and negatives.	50.2 Magazines to cut pictures from, scissors, glue, construction paper.
	50.3 Have students keep daily records of their grooming habits.	50.3 Grooming chart (see next page)

Key

32-24 pts. - Good Grooming
23-17 pts. - Should improve grooming habits
17- 0 pts. - Need to practice better grooming

"RATE-YOURSELF GROOMING"

NAME _____

Place a check before the choice that best suits your appearance today. Add up the points and see how you rate. (See Key)

_____ = HAIR

_____ brushed, shiny & clean (4 pts.)
_____ neat & brushed (3 pts.)
_____ could use a washing (2 pts.)
_____ could use a wash & trim (1 pt.)

_____ = FACE

_____ clean, clear & oil free (5 pts.)
_____ natural-looking (4 pts.)
_____ sticky & has a "shine" (3 pts.)
_____ beard stubble (2 pts.)
_____ too much made-up (1 pt.)

_____ = TEETH

_____ Clean, brushed daily (5 pts.)
_____ fresh breath (4 pts.)
_____ brushed (3 pts.)
_____ forgot to brush today (2 pts.)
_____ bad breath (1 pt.)

_____ = HANDS

_____ clean, manicured & moisturized (4 pts.)
_____ nails trimmed (3 pts.)
_____ dirty under nails (2 pts.)
_____ nails chewed off (1 pt.)

_____ = POSTURE

_____ stand straight, shoulders back (3 pts.)
_____ comfortable but not too straight (2 pts.)
_____ stoop or slouch (1 pt.)

_____ = CLOTHES

_____ correct for work, clean & pressed (4 pts.)
_____ clean and fit well (3 pts.)
_____ not correct for work (2 pts.)
_____ dirty or scuffed (1 pt.)

_____ = BODY

_____ showered, fresh smelling (4 pts.)
_____ used deodorant, underarms dry (3 pts.)
_____ sticky, could use shower (2 pts.)
_____ visible dirt or body odor (1 pt.)

_____ TOTAL POINTS

3020 - INDEPENDENT LIVING SKILLS

3021 - USE OF PUBLIC TRANSPORTATION

DO'S AND DON'TS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
51. By _____, the student will state at least _____ appropriate behaviors when using public transportation and will demonstrate these behaviors _____% of the time as measured by teacher-made or student-made charts.	51.1 Take a field trip to a train station, bus station, or airport. Have the engineer, bus driver, pilot, steward, or stewardess discuss appropriate and inappropriate behavior and safety concerns.	51.1 Arrangements for field trip, preparation and follow-up activities.
	51.2 Hold group discussions on and/or role-play appropriate and inappropriate behaviors on particular modes of transportation.	51.2 Discussion Questions Role-play situations.

3020 - INDEPENDENT LIVING SKILLS

3021 - USE OF PUBLIC TRANSPORTATION

RIDING THE BUS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
52. By _____, the student will use the RTD on a daily (weekly, etc.) basis as measured by student, teacher, parent and/or work supervisor reports.	52.1 Demonstrate how to read bus schedules and maps. Describe departure and arrival points and have students find the correct bus and times.	52.1 Bus schedules (RTD centers)
	52.2 Arrange a field trip using the RTD for transportation. Have students determine the correct bus, bus stops, and times.	52.2 Arrangements for field trip, preparation and follow-up activities
	52.3 Have students apply for RTD Reduced Fare Pass and/or Summer Fun Pass.	52.3 Applications for passes (contact RTD)

3020 - INDEPENDENT LIVING SKILLS

3022 - USE OF TELEPHONE

TAKING MESSAGES

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
53. By _____, given role-played or actual telephone conversations, the student will write complete messages ____% of the time as measured by including the correct time, date, names, phone number, and message.	53.1 Role-play telephone calls for students to practice listening for key words (e.g., name, phone number, reason for call) and writing the information.	53.1 Role-play conversations Optional: telephone kit from GTE
	53.2 Have students practice message taking using the Microtower "Message Taking" unit or similar programs.	53.2 Microtower Unit: "Message Taking" (or others)

3020 - INDEPENDENT LIVING SKILLS

3023 - CONSUMER SKILLS

BUDGETING

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
54. By _____, the student will develop a written budget and determine the minimum income necessary for his/her survival as measured by including at least ____ major expenses for independent living. (Could include housing arrangement, transportation costs, food, taxes, major purchases, utilities, etc.)	54.1 Brainstorm the expenses of independent living.	54.1 Suggested list of expenses
	54.2 Have students conduct a survey where they talk to family and friends to get average monthly costs of living expenses.	54.2 Survey questions
	54.3 Have students "research" the monthly pay of several jobs they are interested in. Then have students budget out the monthly amount.	54.3 Reference Materials (must be current) Guest speakers or panel discussions

3020 - INDEPENDENT LIVING SKILLS

3024 - HOUSEKEEPING SKILLS

USING TOOLS AND APPLIANCES

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
55. By _____, the student will state at least _____ common home appliances and tools and will safely use each as measured by teacher, parent, and/or work supervisor reports.	55 .1 Have students look through magazines and cut out pictures of appliances and tools. These pictures can be used in "Name that Tool" games.	55 .1 Magazines, scissors, glue, construction paper, game ideas.
	55 .2 Take a field trip to an appliance store or an appliance repair shop.	55 .2 Arrangements for field trip, preparation and follow-up activities.
	55 .3 Invite a maintenance man and/or an appliance repairman to demonstrate and explain safety procedures and minor repairs.	55 .3 Willing maintenance man and/or repairman (Parents, relatives, friends and/or other community members.)

3020 - INDEPENDENT LIVING SKILLS

3024 - HOUSEKEEPING SKILLS

ROUTINE CLEANING

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
56. By _____, the student will state at least _____ weekly housekeeping activities and will perform each ____% of the time as measured by teacher, parent, and/or work supervisor reports.	56.1 Have students work in pairs to devise a list of basic housekeeping activities (e.g., wash/dry dishes, wash windows, mop floors.) Then form one master list from each group's suggestions.	56.1 List of basic housekeeping activities
	56.2 Invite school custodian to explain and demonstrate various equipment and cleaning agents.	56.2 Willing school custodian
	56.3 Have students develop a sequence of housekeeping tasks for the classroom. Give students the opportunity to practice each of the tasks.	56.3 Housekeeping suggestions for classroom

3020 - INDEPENDENT LIVING SKILLS

3025 - DRIVING SKILLS

DRIVER'S LICENSE

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
57. By _____, the student will pass both the written (oral) and actual driving examinations given by DMV as measured by the student obtaining his/her valid driver's license.	57.1 Work closely with the student's driver education teacher to help student understand and complete assignments.	57.1 Working relationship with driver education teacher
	57.2 Give practice written tests to student and explain the answers to questions the student missed.	57.2 Practice tests (see driver education teacher) Driver's License Manual (DMV)
	57.3 If necessary, arrange an appointment for an oral test to be administered by DMV personnel.	57.3 Telephone call

3030 - SAFETY

SAFETY SIGNS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOUCES
58. By _____, the student will identify _____ safety signs and their meanings as measured by _____% accuracy on a teacher-made test.	58.1 Take field trips by foot, bus, or car to observe and record safety signs along the streets. Conduct an "on the scene" quiz asking students what each sign means.	Arrangements for field trip, preparation and follow-up activities.
	58.2 Have students construct poster size replicas of safety signs. Use the posters as flashcards and for games.	58.2 Construction paper, markers, rulers, scissors, glue, game ideas.

3030 - SAFETY

EMERGENCY PROCEDURES

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
59. By _____, the student will state at least _____ potential safety hazards in the home and _____ steps to take in emergencies as measured by the student's verbal and/or written statements.	59.1 Have students brainstorm safety hazards. Then have them brainstorm the do's and don'ts of emergency procedures.	59.1 Chalkboard, chalk, recorder, suggested lists
	59.2 Invite a fireman to speak to class about causes of fires, how to extinguish fires, evacuation procedures, etc.	59.2 Arrangements for guest speaker
	59.3 Have students practice school fire drill procedures.	59.3 Evacuation plan
	59.4 Invite a Red Cross first aid specialist to demonstrate first aid techniques and to give the students "hands-on" experience practicing the techniques.	59.4 Arrangements for guest speaker and necessary materials.

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES

INSTRUCTIONAL MATERIALS, MEDIA, AND METHODS

MATERIALS/MEDIA AVAILABLE

MULTI MEDIA SETS

1. Interpretive Education Filmstrip Sets

    a. Automobile Insurance - 1 filmstrip and 1 cassette
    b. Applications and Forms Series - 5 filmstrips and 5 cassettes
    c. Banking Series - 5 filmstrips and 5 cassettes
    d. Budgeting Series - 5 filmstrips and 5 cassettes

KITS

2. Scholoastic Contact Units

    a. Maturity: Growing Up Strong
    b. Law: You, the Police and Justice

3. EMC Corporation (CTES Division)

    a. Consumer Education Series - 5 paperbacks and 5 cassettes
    b. Job Interview Kit - 30 photocards, 1 job ticket book, 3 duplicator masters

TEXTBOOKS/WORKBOOKS

4. EMC Corporation (CTES Division)

    a. Job Planner
    b. Don't Get Fired - 13 Ways to Hold A Job
    c. Finding a Good Used Car
    d. My Job Application File
    e. Job Interview Guide

5. McKnight

    a. Entering the World of Work (hardbound text)
    b. Entering the World of Work (student activity book)

6. AGS

    a. Coping with Series

7. Lakeshore

    a. Pacemaker Vocational Reader Library

MATERIALS/MEDIA AVAILABLE (CONTINUED)

EQUIPMENT

8. Singer
    a. Auto-Vance II - Sound-Filmstrip Previewers
9. A. F. Milliron
    a. Stereo Readers (for perceptual-motor training)

MATERIALS/MEDIA AVAILABLE

February
1980

MULTI MEDIA SETS

1. Coronet Media
   a. Forms in Your Future - 12 cassettes, 12 student workbooks

2. Relevant Productions, Inc.
   a. On Your Own (high interest, low vocabulary) - 15 student skill sheets, 15 student booklets, 1 cassette

KITS

3. Continental Press, Inc.
   a. Basic Life Skills - Business
   b. Refill Masters for Basic Life Skills - Business

4. Fearon-Pitman
   a. The New Job Box
   b. Job Sheets to Accompany the Job Box

WORKBOOKS

5. Janus Book Publishers
   a. Getting Around Cities and Towns

6. Fearon-Pitman
   a. Getting a Job
   b. Working Makes Sense (Practical Math)

GAMES

7. Parker Brothers
   a. Pay Day - 2 to 4 players

POSTERS

8. Time Share

   a. Cluster Poster Set (15 full color posters of 15 VSOE occupational clusters)

TEACHER/PROFESSIONAL MATERIALS

9. Hart Publishing Company

   a. Values Clarification: A Handbook of Practical Strategies for Teachers and Students by Simon, Howe, and Kirschenbaum

10. University Associates

   a. Advanced Value Clarification by Howard Kirschenbaum

11. Time Share

   a. Career Education Audio Digest - 9 cassettes and 9 leader's manuals

   b. Cluster Booklets - 15 paperbound booklets explaining each USOE cluster

INSTRUCTIONAL MATERIALS AND MEDIA AVAILABLE

MICROTOWER is a group vocational evaluation system which utilizes a wide range of equipment and forms. The system includes thirteen realistic work samples which require minimal reading. All instructions are on cassette tapes. The work samples are grouped into five skill areas as follows:

VERBAL SKILLS

1. Want Ads Comprehension
2. Message Taking

NUMERICAL SKILLS

3. Payroll Computation
4. Making Change

CLERICAL PERCEPTION SKILLS

5. Mail Sorting
6. Filing
7. Zip Coding
8. Record Checking

MOTOR SKILLS

9. Bottle Capping and Packing
10. Lamp Assembly
11. Electronic Connector Assembly

SPATIAL SKILLS

12. Blueprint Reading
13. Graphic Illustration

PROJECT DISCOVERY is a U. S. Office of Education validated hands-on career exploration system which consists of self-contained exploration packages representing a wide variety of occupations. Each package contains real world tools and materials for students to use in performing the series of activities representative of the particular occupation. The special education edition includes ten packages with student instructions written at second, third, and fourth grade reading levels. Also included are "First Look Books" which define the technical vocabulary students will encounter.

The special education edition includes the following packages:

1. Masonry
2. Plumbing
3. Wall Covering
4. Auto Body Repair
5. Accounting and Bookkeeping
6. Filing

INSTRUCTIONAL MATERIALS AND MEDIA AVAILABLE (Continued)

7. Advertising and Editorial Design
8. Exploring Greenhouse Work
9. Skin and Nail Care
10. Hair Care and Styling

In addition, these five packages are available:

1. "Truckin"
2. Small Engine Repair
3. Mail Handling
4. Exploring Grocery Clerking
5. Waiter/Waittress

CAREER EDUCATION METHODS SUMMARY

Title of Unit _____

Grade Level ____ Occupational Area ____

Behavioral Objectives

1. _____

2. _____

3. _____

Teacher Activity	Student Activity	Resources & Evaluation
Relate the disciplines of mathematics, science, social studies, fine arts, and language arts to career education using techniques such as the following: 1. Career Clubs (sponsor) 2. Field Trips 3. Guest Speakers 4. Group Projects 5. Interaction Groups 6. Individual Projects 7. Lectures 8. Multi-media activities 9. Psychomotor activities 10. Reading assignments 11. Simulation 12. Writing Assignments	Utilize the activities such as the following to integrate career education into the existing subject areas: 1. Bulletin Boards 2. Buzz Sessions 3. Career Club Activities 4. Constructing Props 5. Constructing Models 6. Discussions 7. Displays 8. Dramatization 9. Drawings 10. Exhibits 11. Field Trips 12. Games (Participate) 13. Questioning 14. Hands-On-Experience 15. Interviewing 16. Listening 17. Murals 18. Oral Reports 19. Panel Discussions 20. Pantomime 21. Plays 22. Psychomotor Activities	Examples of resource materials and evaluation techniques which may be used are as follows: 1. Audio Tapes 2. Books 3. Briefs 4. D.O.T. 5. Encyclopedias 6. Films 7. Filmstrips 8. Games 9. Globes 10. Industrial Publications 11. Magazines 12. Maps 13. Newspapers 14. Pamphlets 15. Records 16. Simulation Kits 17. Single Concept Films 18. Songs 19. Text 20. Video Tapes 21. Visuals

ROLE-PLAYING

Role-playing is the dramatization of given situations where students assume the roles of specific characters. Role-playing gives students opportunities to practice responding to life situations they may encounter.

Four steps are involved in role-playing:

1. Identifying a specific problem or situation;
2. Delineating the roles to be played, describing the specific situation to be enacted, and selecting the participants to play the various roles;
3. Dramatizing the problem or situation and alternate solutions or responses;
4. Discussing the role-play and reenacting other solutions or responses if necessary.

IDENTIFYING THE PROBLEM OR SITUATION

In the beginning, role-plays should involve relatively simple and specific problems and situations. Students may choose situations which they have actually experienced. In any case, the teacher should formulate clear goals for each role-playing session. The overall goal is to help students gain greater social awareness, mental health, and coping skills in various life situations.

DELINEATING THE ROLES

After the problem or situation is defined, the group should identify characteristics of the personalities involved in the role-play. The teacher may ask questions such as "What is this person like?" or "How can we describe this person?" Then the teacher can ask students to volunteer to play the various roles.

After the students have volunteered or are selected, they should meet briefly with the teacher to discuss their roles and how they will act out their roles. The teacher may point out limits to help students focus on the given problem or situation. The teacher should briefly discuss with the nonparticipants how to observe the role-play and what things to look for. If desired, before the role-play begins, the players and observers may describe the setting and background information.

DRAMATIZING THE PROBLEM OR SITUATION

The role-play can begin by one of the players asking a question or making a declarative statement to another player. Initially, the teacher may need to feed lines to the students or coach them if the role-play loses its value or tapers off. However, it is

ROLE-PLAYING (CONTINUED)

important that the players dialogue and behavior be allowed to flow freely from their own experiences. The dialogue should not have been previously practiced or memorized. Again, the major objective is to clarify issues and to help students consider alternative behaviors in various situations.

DISCUSSING THE ROLE-PLAY

After the role-play is enacted, the observers and players should discuss the solutions and responses presented, the interpersonal behaviors, the effectiveness of the solution and responses, and alternate solutions and responses. Positive and negative criticisms should be directed at the roles which were played and not at the acting qualities of the role-players. The discussion may be followed by a reenactment of the role-play which develops an alternative explanation. Students should switch roles and observers should become players to give these experiences to all students.

Following the final enactment of the situation for the day, the teacher and students should summarize what has been learned and how to generalize the solution to similar situations.

As the students develop skill in role-playing, more complex and sensitive situations can be considered. To make situations more realistic, other students and adults should be invited to particiapte in the role-plays. These outside participants should be aware of the goals and procedures of role-playing.

SUGGESTED ROLE-PLAYING SITUATIONS

The following list of possible role-play topics provides examples and ideas which can be elaborated upon:

1. "My friend Charley says that I don't have to report to the foreman that I broke the bandsaw."

2. "Bill said that we could take an extra fifteen minutes for lunch without anyone knowing that we were late."

3. "If that fellow keeps talking behind my back, I'm going to meet him in the back alley."

4. "When I get tired on the night shift, I go into the bathroom, lock the door and try to get a few winks of sleep."

5. "The best way to find out what you are supposed to do is ask old Bert; he's a good guy and doesn't mind being bothered."

ROLE PLAYING (CONTINUED)

6. "What shall I say tomorrow when I'm interviewed for the welding job?"

7. "He's making me do the dirty work because I'm an apprentice."

8. "Herb says that if I don't know how to run a machine not to worry about it because he'll teach me before the foreman finds out."

9. "The reason I'm slower doing my job on the production line is because I have more work to do than the others."

10. "If I get laid off, I'll get back at the boss either by breaking a machine or breaking the windows in his car."

11. "I wonder what would happen if I put a down payment on a new car this month instead of paying the rent?"

12. "Should I tell the grocer that he made an error in counting my bill? It was in my favor."

13. "I think that I will ignore the baby today and maybe he won't cry so much."

14. "I don't know whether to go and get a job because the baby is only six months old."

BRAINSTORMING:

Brainstorming is a creative thinking technique which can be a part of any lesson or discussion. It can be considered a game played according to the following rules:

1. Quantity of ideas is the main objective.

2. Judgement is ruled out (until after the brainstorming ends). There can be no criticism of ideas.

3. Freewheeling is welcome. The wilder the idea, the better. (Ideas are easy to "tame" later).

Brainstorming can be used by stating a particular problem or question and asking the students to respond with as many ideas or suggestions as possible to solve the problem or answer the question. When all ideas and suggestions have been exhausted, the students can:

1. Make suggestions to combine and improve them

2. Discuss which ones they consider best and why

3. Individually rank order the ideas and compare rankings with other students.

SPEAKERS AND PANEL DISCUSSIONS:

Guest speakers and panel discussions can play an important part in career education. The major purpose is for students to gain information about themselves and the world of work through direct contact with community role models. Knowledgeable and credible people should be asked to discuss facts and opinions related to specific topics. These experiences provide students with opportunities to develop social skills such as in inviting the speakers or panel members to the class and in treating the guests appropriately in class.

Examples of potential speakers and panel members are:

1. Personnel Manager
2. Community Action Representative
3. Representative of Occupational Safety and Health Act (OSHA)
4. Local Workers (including parents and former students)
5. Vocational Counselor
6. Vocational Evaluator
7. School Counselor
8. Job Supervisor
9. Businessman or Businesswoman
10. Retired Pessons
11. Insurance Representatives

Panel discussions can be carried out around topics such as:

1. Work Conditions
2. Business Practices
3. Finding a Job
4. Keeping a Job
5. Job Problems
6. Job Promotions

HOW TO PREPARE STUDENTS FOR CAREER ORIENTATION TOUR

1. Be sure that the students are fully aware of the location of the site they are to study.

2. Be sure the students have been aware of the product and occupations available at the site. Use any available film or filmstrips that may relate to the industry or the occupations. Point out the different jobs as they appear in the film.

3. Study as many different jobs as possible found at the site.

4. Whenever possible, have pictures of the site, occupations, and products.

5. Explain the background and the development of the particular industry to be visited.

6. Tell the students the name of the industry or company and names of people who have made the study tour possible. (Put names on the blackboard or bulletin board. Post any pictures you may be able to gather.)

7. Go over any maps or layouts of the site you may have. Point out interesting spots or areas you want the students to see.

8. Help the students develop some questions they may wish to ask at the site.

9. The teacher or coordinator should <u>pre-visit</u> the site wherever it is possible.

10. Travel time can be used to good advantage. Have students assigned to groups and each group watch for and compile a list of various workers observed to and from visitation site. Compare lists.

FIELD TRIPS

Field trips provide invaluable experiences for students to observe actual workers on the job and to talk with various employers and employees.

Following are some field trip suggestions based on the fifteen U.S. Office of Education Occupational Clusters:

(1) AGRI-BUSINESS AND NATURAL RESOURCES
- Evergreen Nursery
- Park Nature Walk
- Vegetable Farm
- Historical Society
- Hatchery
- Botanical Gardens

(2) BUSINESS AND OFFICE
- National Bank Building
- Restaurant

(3) COMMUNICATIONS AND MEDIA
- Post Office
- Radio Station
- TV Station
- Newspaper
- Broadcasting Co.
- Post Office

(4) CONSTRUCTION
- Cathedral
- Construction Co.

(5) CONSUMER - HOMEMAKING
- McDonalds
- Restaurants
- State Office Building Cafeteria

(6) ENVIRONMENT
- Zoo
- Conservatory
- Park Nature Walk
- Botanical Gardens
- Park
- Planetarium

(7) FINE ARTS AND HUMANITIES
- Art Gallery
- Cathedral
- Civic Theater

(8) HEALTH
- McDonalds
- Restaurants
- Health Clinic
- State Office Building Cafeteria

(9) MANUFACTURING
- Frito-Lay
- Fine Bedding
- Cable Spinning and Equipment Co.
- Yearbook Company

(10) MARINE SCIENCE
Scripps Institute (La Jolla)

(11) MARKETING & DISTRIBUTION
Grocery Store
Bakery
Meat Processing Plant
Vegetable Market & Farm

(12) PERSONAL SERVICE
Church
Temple
Cosmetology School

(13) PUBLIC SERVICE
Historical Society
Post Office
Public Library
Zoo
Fire Station
Airport
Recreation Department
Indian Center
Printer
Civil Defense Shelter
Capitol Building
Historical Society
Archaeological Society
Airport Control Tower
Weather Bureau
Highway Patrol Headquarters
Waterworks
Election Office

(14) RECREATION AND HOSPITALITY
Recreation Department
Holiday Inn
McDonalds
Restaurants
State Office Building Cafeteria

(15) TRANSPORTATION
Historical Society
Airport
Transit Company

FORMAT FOR FIELD TRIPS

I. GENERAL INFORMATION

a) Name of Place:

b) Address:

c) Contact

d) Occupational Cluster:

e) Recommended Level:

f) Grade Level Permitted by Company:

g) Group Size:

h) Time Required:

i) Days and Hours:

II. PURPOSE AND POINTS OF INTEREST

III. HAZARDS AND SPECIAL PRECAUTIONS

IV. EVALUATION AND COMMENTS

FIELD TRIP DATA

FIRM: _____ ADDRESS: _____

_____

CONTACT PERSON: _____ TITLE: _____

TELEPHONE NO: _____

SEND CARBON COPIES TO: _____ TITLE: _____

_____ TITLE: _____

_____ TITLE: _____

PREFERRED TIME: DAY: _____ WEEK: _____ YEAR: _____

SPECIAL INSTRUCTIONS: _____

_____

ESTIMATED LENGTH OF TOUR: _____

_____

NUMBER OF STUDENTS PER TOUR: _____

_____

OTHER NOTES: _____

_____

_____

_____

WORK TRAINING STATIONS

SEQUENCE FOR WORK TRAINING

9th Grade - Work Training is limited to classroom experiences such as Project Discovery, Microtower, etc. (except in unusual cases)

10th Grade - Unpaid On-Campus Work Training Stations (Students explore a different work station each semester.)

11th Grade - Paid On-Campus or Off-Campus Work Training Stations (Students explore a different work station each semester.)
Career Assessment and Placement Center - Vocational Evaluation Unit

12th Grade - Paid Community Work Training Station or trade training program which leads to part-time or full-time employment.

WORK TRAINING STATIONS

(1) HOW TO DEVELOP WORK TRAINING STATIONS:

a) Have a specific student in mind
b) Be aware of the student's interests and abilities
c) Be aware of the work supervisor's willingness to work with this type of student
d) Match student to suitable work training station

(2) HOW TO EVALUATE STUDENTS:

a) Use Student Worker Evaluation form
b) Have work supervisor complete form once every two weeks
c) Keep exact record of student's punctuality and attendance.

(3) WHO TO CALL FOR HELP:

a) Vocational Counselor
b) Career Educator
c) Job Placement Specialists

WORK INCENTIVE STIPEND

(1) WHAT IS THE "WORK INCENTIVE STIPEND"?

The "Work Incentive Stipend" is the name of the stipend provided to certain students who work on work training stations. It is different from a wage in that no taxes are taken out of the stipend.

(2) WHAT IS THE PURPOSE OF THE "WORK INCENTIVE STIPEND"?

The purpose is to motivate students to improve their work habits, attitudes, and skills.

(3) WHERE DOES THE MONEY COME FROM?

The Department of Rehabilitation provides the funds for the "Work Incentive Stipend".

(4) WHICH STUDENTS ARE ELIGIBLE TO RECEIVE THE "WORK INCENTIVE STIPEND?

1. The student must be a client of the Department of Rehabilitation.
2. The student must be a junior or senior in high school.
3. The student must be working on a work training station other than "school service" stations such as office aide and classroom aide.

(5) HOW MUCH IS THE STIPEND?

The amount of the stipend depends on:

1. the hourly rate of pay
2. the number of hours worked

(6) HOW IS THE HOURLY RATE DETERMINED?

The hourly rate is based on the supervisor's ratings of the student's performance on nine work habits which appear on the "Student Worker Evaluation" form. (see next page)

(7) HOW OFTEN IS THE STUDENT EVALUATED?

Evaluations are completed once every two weeks.

(8) HOW OFTEN ARE STIPEND CHECKS ISSUED TO STUDENTS?

Students receive their checks once every two weeks.

(9) HOW CAN I GET SOME OF MY STUDENTS ON THE "WORK INCENTIVE STIPEND"?

Contact your Vocational Counselor and/or the Career Educator for further details.

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

Career Assessment and Placement Center

ON-CAMPUS WORK TRAINING STATIONS

1. Custodial Aide
2. Locker Room Aide
3. Library Aide
4. Audio-Visual Office Aide
5. Home Economics Class Aide
6. Machine Shop Tool Crib Attendant
7. Auto Shop Aide
8. Wood Shop Aide
9. Photography Lab Aide
10. TMR Class Aide (Calhi)
11. Other Classroom Aides
12. Curriculum Office Aide
13. Attendance Office Aide
14. Guidance Office Aide
15. Business and Activities Office Aide
16. Special Ed Office Aide (Calhi)
17. Other Office Aides
18. Snack Shack Worker
19. Cafeteria Worker

DISTRICT WORK TRAINING STATIONS

1. District Central Kitchen Worker
2. District Transportation Worker
3. District Laundry Worker
4. Teen Mother Program Nursery Aide
5. ALRC Aide
6. DCH Aide (Development Center for the Handicapped)

WHITTIER UNION HIGH SCHOOL DISTRICT
Career Education for Special Education

Student Worker Evaluation

Pay Period _____ Name _____ Grade _____ Date _____

Location _____ Position _____ Supervisor _____

Evaluations should be made on a realistic basis. Students are in a training process and there is room for growth and improvement. Few students will be performing at an excellent level to start.

CRITERIA	Excellent	Good	Fair	Poor	Failing	COMMENTS
PUNCTUALITY - being on time	0 Tardies	1 Tardy	2 Tardies	3 Tardies	4 or more Tardies	
ATTENDANCE	0 Absences	1 Absence	2 Absences	3 Absences	4 or more Absences	
ATTITUDE - positive toward fellow workers and toward work						
FOLLOWS INSTRUCTIONS - does work as told						
RETAINS INSTRUCTIONS - remembers from day to day						
WORKS INDEPENDENTLY - does not need continuing supervision						
INITIATIVE - self starter; works ahead without further direction						
QUALITY OF WORK - accurate and well done						
SPEED AND PRODUCTIVITY - compared to competent, full-time worker						

Attendance Record - for ten working days	Monday	Tuesday	Wednesday	Thursday	Friday

Additional comments: _____

_____

_____

_____ Signature of Supervisor

_____ Signature of Student

COMMUNITY RESOURCES

PARENTAL INVOLVEMENT

Students' families and parents constitute one of the best available resources in support of career education. They represent a broad range of career alternatives. The following are suggested activities for promoting parental involvement:

1. Survey the families of students each school year to determine their interest in sharing information about work, hobbies and other avocational interests, life-styles, values, etc.

2. Request parents to assist in the classroom.

3. Encourage parents to visit the class for various classroom activities.

4. Meet with groups of parents in their homes.

5. Schedule activities that will involve both students and parents.

6. Make use of parents as resource persons for specific activities.

7. Provide special instructional classes for parents.

8. Share reports of student progress with parents.

9. Establish a procedure by which teachers and other staff members can hear the concerns of parents.

COMMUNITY RESOURCES

Community resources are persons, materials, and services that are available and used to help students achieve educational objectives. Community involvement in education makes instruction more relevant to the world outside the classroom.

Parents are a valuable community resource. Parents and representatives from business, industry, labor, voluntary services, and public agencies can participate in "career days" or "career fairs". They can provide information to students through small-group discussions, panel discussions, slide or film presentations, demonstrations of equipment used in various occupations, field trips, and other methods.

Be resourceful in finding community participants; make use of business directories, club membership lists, community resource directories, volunteer bureau listings, the yellow pages of the telephone directory, and the classified sections of newspapers as sources of information. contact local or regional industry-education council.(For information, write the Industry-Education Council of California, 1575 Old Bayshore Highway, Burlingame, California, 94010.) Contact leaders in local community service organizations. The following service-oriented groups are potential resources:

Alpha Kappa Alpha
Alpha Phi Alpha
American Association of University Women
American Legion
Association of Mexican Educators
Black Educators Association
Boy Scouts of America
Business and Professional Women's Clubs
Camp Fire Girls
Delta Sigma Theta
Four - H Youth Program
Girl Scouts of America
Grange
Jack and Jill
Japanese - American Citizens League
Junior League
Kappa Alpha Psi
Kiwanis Club
LINKS
Lions Club
LULAC
Mexican - American Education Association
Native Americans
Omega Psi Phi
Phi Delta Kappa
Rotary Club
Soroptomists
Urban League
Veterans of Foreign Wars
Young Men's Christian Association
Young Women's Christian Association

STEPS IN USING COMMUNITY RESOURCES

STEP 1: ASSESS THE PRESENT UTILIZATION OF COMMUNITY RESOURCES BY SCHOOL PERSONNEL

School personnel such as the following can provide this information:

1. Career Center Coordinators
2. Teachers
3. Community Advisory Committees
4. Counselors
5. Administrators
6. Psychologists

STEP 2: PREPARE A BRIEF DESCRIPTION OF THE ACTIVITY

Leave or send a copy to the community representative after the initial contact.

STEP 3: MAKE THE CONTACT

Use the telephone to make the initial contact and follow-up with a personal letter.

STEP 4: VISIT THE RESOURCE PERSON

Exchange information: The school person provides information about the class and specific goals. The resource person provides information about the work environment and/or services available.

STEP 5: COMMUNICATE

Encourage publicity and recognition of the resource to be communicated to the community.

STEP 6: FIND NEW RESOURCES

Develop additional contacts from existing community representatives and all possible sources.

STEP 7: EVALUATE AND FOLLOW UP

A note of thanks is important, but a personal contact is a more valuable follow-up. Evaluate to determine the educational worth of the cooperative activity and revise, where necessary.

USING COMMUNITY RESOURCES

1. CONTACTING THE RESOURCE

   a. How will it be done? (phone, letter, in person)
   b. When will it be done?
   c. Who will do it?
   d. What preparation will be needed to accomplish this task?

2. UTILIZING THE RESOURCE IN THE LEARNING SITUATION

   a. How will it be used?
   b. When will it be used?
   c. Where will it be used?
   d. What preparation will be needed to insure the effective use of the resource?

3. FOLLOW - UP WITH RESOURCE

   a. Thank - You
   b. Other plans for future use of the community resource
   c. Classroom activity to synthesize the learning gained through the community resource.
   d. Evaluation of how effective the community resource was in contributing towards student achievement of objective or goal.

LOS ANGELES AREA

CBS Studios
6121 Sunset Blvd.
Hollywood, CA 90028
469 - 1212

General Motors Tour
9925 Santa Fe
Southgate, CA

General Telephone Tour
13119 E. Whittier Blvd.
Whittier, CA
Ask for Dave Christen

Huntington Library and Botanical Gardens
1151 Oxford Rd.
San Marino

Art collections, famous manuscripts, rare books, extensive botanical gardens.
Open Tuesday - Sunday 1:00pm - 4:30pm
Gardens open at 10:30 on Sunday Free

Justice Walk - Civic Center

A tour of the downtown area emphasizing agencies that deal with consumer law.
First and third Tuesday of each month 9:00 - noon.
For information and reservations: 930 - 1510

KHJ - TV
5515 Melrose Ave.
Los Angeles, CA 90038
462 - 2131

Lawrey's California Center
568 San Fernando Rd.
225 - 2491

Food manufacturing tours: Weekdays 11:30, 1:30, 2:30 FREE
Corporate offices in the Mission Garden setting
Gift and Wine Shop
Directions: 5 north to Pasa - off to Figueroa, left on Ave. 26, crossing Figueroa 1 block north

Los Angeles Area, cont.

Los Angeles International Airport
1 Worldway
Los Angeles, CA
646 - 5252

Los Angeles Times
202 W. First St.
Los Angeles, CA 90053
625 - 2345

Museum of Science and Industry
Exposition Park
749 - 0101

Exhibits on California Industry, Health, Natural Resources, and Science.
Free family films
Daily 9:30 - 5:00

Music Center of Los Angeles
1st and Flower Street
135 N. Grand
Los Angeles, CA 90012
972 - 7485
972 - 7211 Box office

Tours Monday thru Friday
10:00 - 2:00
FREE

NBC Studios
3000 W. Alameda
Burbank, CA
849 - 3911

Daily except Sunday, 10:00 - 5:00

Natural History Museum
900 Exposition Boulevard
Exposition Park
746 - 0410

Three floors of exhibits from six continents including exotic mammal, bird, and insect collections, a show on California history, and a classic auto show.
Hours: Tuesday - Sunday 10:00 - 5:00

Pasadena Historical Museum
470 Walnut Street
Pasadena, CA
577 - 1660

Mansion built in 1905, houses Pasadena memorabilia, antiques, clothes, and pottery
Hours: Tuesday, Thursday, and last Sunday of month, 1:00 - 4:30

Queen Mary Tour
Pier J, End of Long Beach Freeway, Long Beach
435 - 4747

Guard Ceremony, Fife and Drums Corps
Musical Groups, Mimes
Entertainment throughout ship
Open Daily 10:00 - 4:30pm

Travel Town
Griffith Park
4730 Crystal Springs Drive
Ventura and Golden State Freeways
Los Angeles
661 - 9465

Outdoor museum of transportation vehicles with trains, steam engines, fire trucks, and more.
Open daily 9:00 - 5:00
FREE

Womans Building
1727 N. Spring Street
221 - 6161

A cultural center for women, offering an alternative in education, on the Humanities and Arts
Open Tuesday - Friday 10:00 - 5:00
Saturday 12:00 - 5:00

WHITTIER

Whittier Art Association
8035 Painter
698 - 8710

Whittier Chamber of Commerce
8158 Painter
698 - 9554

Whittier City Hall
13230 Penn
698 - 2551

Whittier City Patriotic Hall
7743 Greenleaf
698 - 9180

Whittier City Police Department
7315 Painter
698 - 6711

Whittier City Recreation Dept.
7630 Washington Avenue
698 - 9905

Whittier City Sanitation & Street Dept.
13230 Penn
698 - 2551

Whittier College
13406 Philadelphia
693 - 0771

Whittier Commercial Center
13601 Whittier Blvd.
696 - 8123

Whittier Communications
11710 Washington Blvd.
696 - 0722

Whittier Counseling & Resource Center
13025 Bailey
696 - 4526

Whittier Court House Snack Bar
7339 Painter
698 - 5297

Whittier Feed & Grain
12618 Penn
696 - 1016

Whittier Finance
7929 Greenleaf
698 - 6222

Whittier Greeters
7936 Painter
693 - 6615

Whittier Hall
6750 Comstock
698 - 9373

Whittier Health Management
13215 Penn
945 - 2264

Whittier Home Decorating Center
14104 Lambert Road
698 - 3610

Whittier Hospital
15151 Janine Drive
945 - 3561

Whittier Mailing Service
12366 Penn
698 - 7795

Whittier, cont.

Whittier Public Library
7344 Washington Avenue
698 - 8949

Whittier Retirement Villa
8101 Painter
698 - 0596

Whittier Woman's Club
6706 Friends
693 - 7281

Department of Motor Vehicles
9338 Painter
698 - 6701

Social Security Administration
7227 Greenleaf
575 - 7963

Southern California RTD
Bus Information
699 - 0954

Employment Development Department
7240 Greenleaf Avenue
945 - 1011

California Department of Rehabilitation
13215 Penn
698 - 8381

California State Department of Transportation
1940 Workman Mill Road
692 - 0823

SANTA FE SPRINGS

Santa Fe Springs City Hall
11710 E. Telegraph Road
868 - 0511

Santa Fe Springs Fire Department
11300 S. Greenstone Avenue
944 - 9713

Santa Fe Springs Public Library
11700 E. Telegraph Road
868 - 7738

Los Nietos Park
11143 E. Charlesworth Road
692 - 8621

Santa Fe Springs Neighborhood Center
for Social Services
9255 S. Pioneer Boulevard
692 - 0261

Santa Fe Springs Town Center Hall
11740 E. Telegraph Road
864 - 7511

Santa Fe Springs Chamber of Commerce
and Industrial League Inc.
11736 E. Telegraph Road
868 - 6736

Santa Fe Springs Ecology Center
13780 E. Imperial Highway
921 - 6203

Santa Fe Springs News
9300 E. Whittier Boulevard
Pico Rivera
699 - 0964

Santa Fe Springs Printing
12103 E. Clark
941 - 8788

Santa Fe Springs Shopping Center Office
9940 S. Orr & Day Road
868 - 5210

Santa Fe Springs Signs
8604 S. Norwalk Boulevard
Whittier
692 - 3925

Santa Fe Springs Telephone Answering System
13217 E. Whittier Boulevard
Whittier
698 - 1212

Santa Fe Springs Medical Clinic
11817 E. Telegraph Road
949 - 9328

PICO RIVERA

Pico Rivera Public Library
9001 E. Mines Avenue
692 - 1254

Pico Rivera Sports Arena
Freeway 605 at Rose Hills Road exit
692 - 3731
692 - 8725 (Tickets, Business office)

Pico Rivera Water Department
6615 S. Passons Boulevard
949 - 2541

Pico Rivera Art Center
9110 E. Mines Avenue
695 - 8010

Pico Rivera Chamber of Commerce
9122 E. Washington Boulevard
949 - 2473

Pico Rivera Community Hospital
5216 S. Rosemead Boulevard
692 - 0411

Pico Rivera Family Counseling Service
6767 S. Passons Boulevard
949 - 2496

Pico Rivera Health Care Center
9155 E. Telegraph Road
949 - 9631

Pico Rivera Industrial Pallet
8639 E. Beverly Boulevard
695 - 2623

Pico Rivera News
9300 E. Whittier Boulevard
699 - 0964

Pico Rivera News Service
1415 Olympic Boulevard
Montebello
724 - 4003

Pico Rivera Plating Inc.
9307 E. Bermudez
949 - 2589

Pico Rivera Senior Citizens' Center
4632 S. Orange
699 - 9345

Pico Rivera Youth Employment Service
9459 E. Whittier Boulevard
699 - 3773

REMOVAL OF BIAS AND STEREOTYPING

The elimination of bias and stereotyping on account of sex, race, age, economic status, or handicap is the cooperative responsibility of special educators, vocational educators, employers, school administrators, the community, and consumers of the services themselves. The area where schools can contribute the most is in preparing students at all levels to move beyond the residual effects of culture, history, and stereotyping/bias. All students must be given options to acquire training in nontraditional career areas. Educators must assure that the handicapped and nonhandicapped receive equal access and equal support in vocational education programs.

To eliminate bias and stereotyping, the following innovations must be developed and supported by local, state, and national groups:

- Organizational restructuring
- Curricular change
- Linguistic/semantic change within the instructional process
- Attitudinal changes

The end goal is that nontraditional occupational areas will be equitably filled by the full spectrum of individuals without bias or stereotyping.

Four important goals for instructors are as follows:

1. To gain knowledge and skills in the identification and elimination of bias and stereotyping in textbooks and instructional materials.
2. To develop skills in the creation and maintenance of an unbiased environment.
3. To develop skills in unbiased and sex affirmative interaction with students.
4. To develop skills in the design and implementation of community outreach programs which can assist in removing bias and stereotyping.

Included in this section on the removal of bias and stereotyping are the following four documents:

1. Legislative Provisions
2. Comparison of Title IX and Title II
3. A Program Assessment
4. Reference List for Bias/Stereotype

LEGISLATIVE PROVISIONS

Title IX of the Education Amendments of 1972

- Addresses the issue of sex discrimination in education programs receiving federal financial assistance.
- Requires that persons may not be excluded from, denied participation in, or be treated differently in education programs.
- Prohibits discrimination on the basis of sex in admissions, access to courses, facilities, treatment of students, course completion and graduation requirements, student employment, marital or parental status, and employment of education personnel.

Title VI of the Civil Rights Act of 1964

- Prohibits discrimination on the basis of race, color, and national origin in any program receiving federal financial assistance.

Section 504 of the Rehabilitation Act of 1973

- Prohibits discrimination on the basis of handicap in any program or activity receiving federal financial assistance.
- Secondary level handicapped students must be placed in regular education environments to the maximum extent appropriate to the needs of the student.

Title II of the Education Amendments of 1976

- Contains specific provisions for overcoming sex discrimination and bias, and establishing sex equity in vocational education.
- These provisions include three major categories:
  a) Requirements for administration of state vocational programs.
  b) Provisions governing state use of vocational education funds.
  c) Requirements for national vocational education programs.

COMPARISON OF TITLE IX AND TITLE II

TITLE IX	TITLE II
ADDRESSES THE ISSUE OF SEX DISCRIMINATION IN EDUCATION PROGRAMS.	NOT ONLY ADDRESSES SEX DISCRIMINATION BUT ALSO SEX BIAS AND SEX STEREOTYPING.
REQUIRES THAT PERSONS MAY NOT BE EXCLUDED FROM, DENIED PARTICIPATION IN OR BE TREATED DIFFERENTLY IN EDUCATION PROGRAMS.	
APPLY DIRECTLY TO LOCAL EDUCATIONAL AGENCIES AND INSTITUTIONS.	APPLY DIRECTLY ONLY TO STATE AND FEDERAL VOCATIONAL EDUCATION PROGRAMS. THEY AFFECT LOCAL VOCATIONAL EDUCATION PROGRAMS AND INSTITUTIONS INDIRECTLY THROUGH THEIR SPECIFICATION OF PRIORITIES AND PROCEDURES FOR STATE USE OF VOCATIONAL MONIES SUPPLIED BY THE FEDERAL VOCATIONAL EDUCATION PROGRAM.
SPECIFIED A VARIETY OF FORMS OF DISCRIMINATION IN EDUCATIONAL POLICIES, PROGRAMS OR PRACTICES WHICH ARE PROHIBITED	COMPLEMENT THE SPECIFIC PROHIBITIONS OF SEX DISCRIMINATION ESTABLISHED BY TITLE IX. MANDATES FOR THE DEVELOPMENT OF PROGRAMS TO OVERCOME SEX BIAS, STEREOTYPING, AND DISCRIMINATION IN VOCATIONAL EDUCATION AND AN AUTHORIZATION TO STATES TO USE FEDERAL MONIES FOR THIS PURPOSE.

DEFINITIONS

SEX DISCRIMINATION	ANY ACTION WHICH LIMITS OR DENIES A PERSON OR A GROUP OF PERSONS OPPORTUNITIES, PRIVILEGES, ROLES, OR REWARDS ON THE BASIS OF THEIR SEX.
SEX BIAS	BEHAVIOR RESULTING FROM THE ASSUMPTION THAT ONE SEX IS SUPERIOR TO THE OTHER.
SEX STEREOTYPING	ATTRIBUTING BEHAVIORS, ABILITIES, INTERESTS, VALUES, AND ROLES TO A PERSON OR GROUP OF PERSONS ON THE BASIS OF THEIR SEX.

ELIMINATION OF STEREOTYPES/BIAS ON BASIS OF SEX AND/OR HANDICAP: A PROGRAM ASSESSMENT

VOCATIONAL GUIDANCE AND COUNSELING	Excellent (i.e., approp. equitable)	Acceptable (needs improvement)	Not Acceptable
1. Are handicapped women and men represented as successful role models to all students?			
2. Do handicapped and nonhandicapped female students receive equal career and/or vocational guidance?			
3. Are career center materials appropriate (readability, AV, clarity of directions for AV independent use) for handicapped individuals' use?			
4. **Appropriate Language in Career Exploration Media**			
a) Is a stereotyped "MR" or "retarded" choice of words or syntax presented?			
b) Is there a realistic range of language use by hearing-impaired individuals (not mute; not perfect lip-reading; not lacking in logic, just pronouns and helping verbs)?			
c) If a dialect is used, is one regional cultural group over-represented as having MR, etc.?			
ASSESSMENT			
5. Do instruments refer to sex-stereotyped careers (i.e., doctor = male, nurse = female)?			
6. Do vocational-interest survey instruments steer girls and boys in different directions who have shown the same group of interests (i.e., a girl toward becoming a travel agent; a boy toward becoming a pilot or a bus driver)?			
7. Does assessment/career exploration counseling assist handicapped individuals of both sexes to understand what is usual or traditional, and what is possible, but nontraditional?			
8. Do assessment/career exploration counseling and accompanying materials acknowledge additional problems which may be faced by handicapped young women in various careers?			
9. Are handicapped male and female students evaluated on a standard job-sampling sequence of tasks?			
10. Are handicapped students tested for work aptitude related to vocational education programs:			
a) developed for handicapped individuals?			
b) developed for normal individuals?			
c) both?			

CURRICULAR MATERIALS

	Excellent (i.e., approp. equitable)	Acceptable (needs improvement)	Not Acceptable
11. Are women shown in roles other than homemaker/child-rearing aspects of vocational education?			
12. Are handicapped individuals shown in roles other than dependent, passive, etc.?			
13. Are mothers employed outside the home? In a stereotyping or a creative job?			
14. Are handicapped individuals depicted as gainfully employed outside the home? In a stereotyping or creative job?			
15. Are handicapped individuals depicted competitively employed as well in more restrictive settings (i.e., sheltered workshops)?			
16. Are handicapped women and girls portrayed as competitively employed outside the home?			
17. Are handicapped women and girls portrayed as employed in a wide range of jobs, spread across the U.S. Office of Education's 15 career clusters (not simply domestic work)?			
18. Are handicapped women and men represented in regular vocational education course materials as illustrations/ examples, as well as in vocational education curriculums specifically designed for handicapped individuals?			
19. **Appropriate Illustrations** Are these true to people represented, not caricatures or stereotypes? (For example, a retarded person doesn't look retarded/deformed; not all retarded persons have Downes' Syndrome [mongoloid]; PH individuals aren't necessarily week; many have superior muscle development from swimming and literally hauling themselves around.)			
20. **Sex/Handicapped/Ethnic and Minority/SES Variables** Are handicapped individuals, women, and minority-group members portrayed in all aspects of life, living situations, jobs, background?			

REFERENCE LIST FOR BIAS/STEREOTYPE

Cegelka, P.T. "Sex Role Stereotyping in Special Education: A Look at Secondary Work Study Programs." Exceptional Children, 42 (1976): 323-328

Chan & Rueda. "Poverty and Culture in Education: Separate but Equal." Exceptional Children, 45 (6) (1979): 422-431

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VOCABULARY

ACCOUNT
ADVANCEMENT
AFTER HOURS DEPOSIT
APPOINTMENT
APPRENTICESHIP
APTITUDE
BALANCE
BANK
BIRTH CERTIFICATE
BODY ODOR
BRANCH
BUDGET
CATALOG NUMBER
CHECK
CHECKING ACCOUNT
COMMUNICATE
CUSTOMER
DEDUCTION
DEODORANT
DEPENDABILITY
DEPENDENTS
DEPOSIT
DEPOSIT SLIP
DIFFERENCE
DISABILITY
DRIVE-IN BANK
EARN
EARNINGS
ECONOMICAL
EMPLOYEE
EMPLOYER
EMPLOYMENT
EMPLOYMENT CERTIFICATE
ENDORSE
EQUALS
EXEMPTION
EXPENDITURES
EXPENSE
EXPERIENCE
FARE
FEDERAL TAX
FITTING ROOM
FIXED INCOME
FORMER EMPLOYMENT
FRINGE BENEFITS
GROSS PAY
INSURANCE
INTEREST
INTERVIEW
INVENTORY
ITEMIZED DEDUCTION
JOB DESCRIPTION

JOB OPENING
JOB OPPORTUNITY
JOB TITLE
LABOR
LUXURY
MANAGEMENT
MARTIAL STATUS
MEASUREMENT
MERCHANDISE
NECESSITY
NET PAY
OCCUPATION
O'CLOCK
ON THE JOB TRAINING
PART TIME
PAY CHECK
PAY RAISE
PENSION
PERFORMANCE
PERSONALITY
PERSONNEL
PREMIUM
PREVIOUS
PROMOTION
QUALIFICATION
REFERENCES
REQUIREMENTS
SAVINGS
SAVINGS BANK
SCHEDULE
SHOPPING LIST
SKILLED
SIGNATURE
SOCIAL SECURITY
STATE TAX
SUBTRACT
TAX
TECHNICAL COURSES
TELLER
TELLER'S WINDOW
TEMPORARY
TIME CARD
TIME CLOCK
TRANSPORTATION
UNION
UNSKILLED
VOCATIONAL TRAINING
WELL GROOMED
WITHDRAWAL
WITHDRSWAL SLIP
WITHHOLD
WITHHOLDING TAX

adults only
antidote

beware
beware of the dog
bus station
bus stop

caution
closed
combustible
contaiminated
condemned

deep water
dentist
don't walk
do not enter
do not inhale fumes
do not push
do not refreeze
do not shove
do not stand up
do not use near heat
do not use near open flames
do not cross, use tunnel
do not crowd
doctor (Dr.)
dynamite

elevator
emergency exit
exit
exit only
explosive
external use only
employees only
entrance

fallout
fire escape
fire extinguisher
first aid
flammable
found
fragile

gasoline
gate
gentlemen

handle with care

in
inflammable
information
instructions

keep away
keep closed at all times
keep off the grass
keep out

ladies
lost
live wires

men

next (window) (gate)
no admittance
no checks cashed
no credit
no diving
no dogs allowed
no dumping
no fires
no loitering
no fishing
no hunting
no minors
no spitting
no swimming
no touching
no trespassing
not for internal use
noxious
nurse

office
open
out of order
pedestrians

poison
poisonous
police (station)
post no bills
post office
posted
private
private property
pull
push

safety first
shallow water
shelter
smoking prohibited
step (up) (down)

taxi stand
terms cash
thin ice
this end up
this side up

up
use bofore (date)
use in open air

violators will be
prosecuted

walk
wanted
warning
watch your step
wet paint
women

all cars (trucks) stop
ask attendant for key

beware of cross winds
bridge out
bus only

caution
curve
construction zone

danger
dangerous curve
dead end
deer crossing
cattle crossing
detour
dim lights
dip
do not block walk
do not block driveway
do not enter
drifting sand
drive slow

emergency vehicles only
end 45
end construction
entrance
exit only
exit speed 30

falling rocks
flooded
floods when raining
four was stop
freeway

garage
gate
go slow

hand off
help

FUNCTIONAL READING SKILLS - SENIOR HIGH

A. Student can recognize the following functional sight words and can understand the meaning of each:

		RECOGNIZES	UNDERSTANDS
1.	APARTMENT FOR RENT		
2.	BANK		
3.	BEWARE OF DOG		
4.	BUMP		
5.	BUS STOP		
6.	CAFETERIA		
7.	CASHIER		
8.	CAUTION		
9.	CLOSED		
10.	COIN-OPERATED		
11.	CONDEMNED		
12.	CROSS WALK		
13.	CURVE AHEAD		
14.	CUSTOMER PARKING ONLY		
15.	DANGER		
16.	DEAD END STREET		
17.	DENTIST		
18.	DETOUR		
19.	DISCOUNT STORE		
20.	DOCTOR		
21.	DOWN		
22.	DRIVE SLOWLY		
23.	DYNAMITE		
24.	DO NOT DISTURB		
25.	DO NOT PASS		
26.	DO NOT ENTER		
27.	DO NOT HANDLE		
28.	DO NOT INCINERATE		
29.	DO NOT PUT HEAD OR ARMS OUT OF WINDOW		
30.	DO NOT WALK ON TRACKS		
31.	DON'T WALK		
32.	ELEVATOR		
33.	EMPLOYEES ENTRANCE		
34.	EMPLOYEES ONLY		
35.	EMPLOYMENT OFFICE		
36.	EMERGENCY EXIT		
37.	ENTRANCE		
38.	ENTER AT FRONT		
39.	ENTER HERE		
40.	ESCALATOR		
41.	EXIT		
42.	EXPLOSIVES		
43.	FARE		
44.	FEMALE		
45.	FIRE ESCAPE		
46.	FIRE EXTINGUISHER		
47.	FIRE ALARM		
48.	FIRST AID		
49.	FLAMMABLE		
50.	FOLLOW DIRECTIONS ON BOX		

		RECOGNIZES	UNDERSTANDS
51.	FOR RENT		
52.	FOR SALE		
53.	FOUND		
54.	FRAGILE		
55.	FOR EXTERNAL USE ONLY		
56.	FURNISHED		
57.	GASOLINE		
58.	GENTLEMEN		
59.	GLASS		
60.	GO		
61.	HANDLE WITH CARE		
62.	HAVE FARE READY		
63.	HELP WANTED		
64.	HIGH VOLTAGE		
65.	HOSPITAL		
66.	IN		
67.	INFLAMMABLE		
68.	INFORMATION		
69.	KEEP LEFT		
70.	KEEP OFF		
71.	KEEP OUT		
72.	KEEP REFRIGERATED		
73.	KEEP RIGHT		
74.	LADIES		
75.	LAUNDRY		
76.	LOADING ZONE		
77.	LOUNGE		
78.	LOST AND FOUND		
79.	LOW OVERHEAD		
80.	MALE		
81.	MANAGER		
82.	MEN		
83.	MEN WORKING		
84.	MERGING TRAFFIC		
85.	MOTEL		
86.	NARROW BRIDGE		
87.	NEXT WINDOW		
88.	NO ADMITTANCE		
89.	NO DUMPING		
90.	NO FISHING		
91.	NO EXPERIENCE NECESSARY		
92.	NO LEFT TURN		
93.	NO LOITERING		
94.	NO RIGHT TURN		
95.	NO PARKING		
96.	NO PETS ALLOWED		
97.	NO PASSING		
98.	NO SMOKING		
99.	NO SWIMMING		
100.	NO U TURN		
101.	NOT RESPONSIBLE FOR LOST ARTICLES		
102.	NO TRESPASSING		
103.	NOTARY PUBLIC		
104.	ONE LANE TRAFFIC		
105.	ONE WAY TRAFFIC		
106.	OPEN		
107.	OPEN OTHER SIDE		
108.	OUT OF ORDER		
109.	OUT TO LUNCH		
110.	PAVEMENT NARROWS		

		RECOGNIZES	UNDERSTANDS
111.	PAY AS YOU ENTER		
112.	PLEASE PAY CASHIER		
113.	POISON		
114.	POST OFFICE		
115.	PRESS BUTTON FOR SERVICE		
116.	PRIVATE		
117.	PRIVATE PROPERTY		
118.	PRESS TO OPEN		
119.	PUBLIC TELEPHONE		
120.	PUT TRASH HERE		
121.	QUARANTINE		
122.	QUIET		
123.	QUIET ZONE		
124.	RAILROAD CROSSING		
125.	REST ROOMS		
126.	RING BELL AND BE SEATED		
127.	ROAD CLOSED		
128.	ROAD UNDER CONSTRUCTION		
129.	SCHOOL		
130.	SELF-SERVICE		
131.	SERVICE AREA		
132.	SHAKE WELL BEFORE USING		
133.	SINGLE LANE		
134.	SLIPPERY WHEN WET		
135.	SLOW		
136.	SOFT SHOULDER		
137.	SPEED LIMIT		
138.	SMOKING PROHIBITED		
139.	SPEED ZONE AHEAD		
140.	STAIRWAY		
141.	STOP AHEAD		
142.	STOP		
143.	STOP-LOOK-LISTEN		
144.	STREET CLOSED		
145.	STOP ON RED LIGHT		
146.	SUPERTINTENDENT		
147.	TELEPHONE		
148.	THIS SIDE UP		
149.	THIS WAY OUT		
150.	TOILET		
151.	TOW AWAY ZONE		
152.	TWO-WAY TRAFFIC AHEAD		
153.	UNFURNISHED		
154.	UP		
155.	UNDERPASS		
156.	U. S. MAIL		
157.	VACANCY		
158.	VOCATIONAL REHABILITATION OFFICE		
159.	$50 FINE FOR LITTERING		
160.	YIELD RIGHT OF WAY		
161.	WAIT		
162.	WALK		
163.	WALK ON LEFT FACING TRAFFIC		
164.	WARNING		
165.	WATCH YOUR HEAD		

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		RECOGNIZES	UNDERSTANDS
166.	WATCH YOUR STEP	_____	_____
167.	WET PAINT	_____	_____
168.	WOMEN	_____	_____
169.	FASTEN SEAT BELTS	_____	_____
170.	WEAR SAFETY GLASSES	_____	_____
171.	NO LIFE GUARD ON DUTY	_____	_____
172.	X-RAY	_____	_____
173.	VISITORS PARKING	_____	_____
174.	APPLY AT OFFICE	_____	_____
175.	SOCIAL SECURITY OFFICE	_____	_____
176.	VISITING HOURS	_____	_____
177.	LIBRARY	_____	_____
178.	STAMPS	_____	_____
179.	PARCEL POST	_____	_____
180.	MONEY ORDERS	_____	_____
181.	CITY	_____	_____
182.	OUT OF TOWN	_____	_____
183.	AIR MAIL	_____	_____
184.	SPECIAL DELIVERY	_____	_____
185.	C. O. D.	_____	_____
186.	DRIVER'S LICENSE	_____	_____
187.	NO CHECKS CASHED	_____	_____
188.	CHECKS CASHED WITH PROPER IDENTIFICATION	_____	_____

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